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ABSTRACT

This manual is designed to help public libraries in Arizona to plan their summer reading programs. The theme of the 1991 program is Arizona and its characteristics. The material in the manual is prepared for libraries to adapt for their own uses. Topics covered include: goals, objectives, and evaluation; procedures for getting started; common summer program structures; planning timelines; hints for publicity and promotion; braille and talking books; suggestions for awards and incentives; involving parents/family; reading motivation ideas and activities for parents and educators (also in Spanish); ideas for displays and decorations; complete program ideas; a guide for general crafts; book, film, and videos bibliographies; resources; activity sheets; calendars; evaluation questionnaire; sample letters; and clip art. (JLB)

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ARIZONA

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State of Arizona
DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS
SHARON G. WOMACK
Director

STATE CAPITOL
1700 W. Washington
Phoenix, Arizona 85007
Phone: (602) 542-4035

SHARON G. WOMACK
Director

ARLENE BANSAL
Deputy Director

June 1, 1991

Dear Parents and Participants,

Reading is a fundamental skill for all of us. It is a pleasure to sponsor a program which enables children and their parents to have fun while reading. The summer reading programs offered across Arizona have been highly successful throughout the years. They will be even more successful in 1991.

It is exciting to imagine the possibilities of the theme this year, "Read Arizona". You may take reading "vacations" all summer long. Parents will be able to help their toddlers discover new places and ideas by reading to them with the "Read-to-Me" programs offered in most libraries. There is a wonderful variety from which to choose.

The Arizona Reading Program is a service of your local public library and this agency, the Arizona Department of Library, Archives and Public Records. And, because it's all free, I think you'll agree that it's the best bargain around.

Keep on reading,

Sharon G. Womack

Sharon G. Womack
Director

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INTRODUCTION

Welcome to the 1991 Arizona Reading Program *Read Arizona*. This year's program has been designed once again with special care and attention by a committee of librarians from across the state.

The committee felt it important to teach the children living in Arizona about the state. Travel need not be part of your program. Instead have programs on mythology, folk heroes, animals, or buried treasure. These are only a few of the ideas suggested within the manual.

The committee urges you to set up a reading program this summer . One of your main goals should be to give children continued opportunity to read. Give children the chance to know the continuing joy and pleasure of reading. You may offer this gift to younger children through the Read-To-Me Program described in the manual. Read-aloud time should be a family event, even if children are able to read by themselves. Jim Trelease in the *New Read-Aloud Handbook* offers many wonderful titles which you can recommend. What better way is there to feel a sense of joy and togetherness than by reading an old favorite to a child? Remember how much you loved this as a child? Children haven't changed.

Don't let the reading skills of the children in your community slip during this summer. Offer them an exciting and interesting program to join. The committee has created a manual this year making it easy to use the material and adapt it for your community. We think you'll like it; why not give it a try?

Check out the Complete Program Ideas. Use the Planning Timeline and the Calendars provided to aid your preparation. Use the Press Releases adapted to this year's theme. Use the Clip Art to produce your worksheets and personal handouts. Adapt anything and everything until you can provide a program which is right for your community. Most of all, enjoy the summer with your young readers.

ACKNOWLEDGMENTS

There are always numerous people to thank when a project of this nature is completed. First of all I would like to take the time to thank my committee members.

Anne-Marie Cyr	Mesa Public Library	Program Ideas/ Games
Kate Draper	Sierra Vista Public Library	Craft Ideas
Beth Francis	DLAPR-Administration	Editing/Graphics
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Marion Lassa	Chino Valley Public Library	Co-editing
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Lillie Nusz	Nogales City/Santa Cruz County Public Library	Craft Ideas
Karen Odean	DLAPR-Library for the Blind &Physically Handicapped	Bibliography
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Cara Waites	Tempe Public Library	Bibliography
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Nancy Palmer, Flagstaff Public Library
Marilynn Pitman, Mesa Public Library
Kay Whitehead, Benson Public Library

An unfortunate omission was made in the 1990 manual. We would like to thank this librarian for her contributions last year: Alberta Manuz, Clifton/Greenlee County Public Library

If any name has been left off this list it was not intentional. Please accept my thanks, Deborah Tasnadi.

ABOUT THE ILLUSTRATOR

Pat Kenny is the designer/proprietor of Pat Kenny Graphic Design, a design studio in Phoenix. She received her BFA in graphic design from Wichita State University in 1972. She opened her studio in 1978, producing logos, brochures, publications and books for a variety of clients.

Her interests include photography, playing piano, reading and hiking. She is a volunteer tutor with Literacy Volunteers of Maricopa county.

She and her husband, Ken Lucas, live in Phoenix and enjoy book collecting. It's known that she can't resist buying a beautifully designed book, regardless of the topic, but considers that a virtue, not a weakness.

READ
Pat Kenny
ARIZONA
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ARIZONA READING PROGRAM HISTORY

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel--You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"

GOALS, OBJECTIVES AND EVALUATION[*]

Goals

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should be written. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Goals should also be written for individual programs. The library's general goals must be considered when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a . . . reading program should answer the question, "Why have a . . . reading program?"

Objectives

Objectives should be developed after the goals are determined. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, one must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the . . . reading program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. But, unless elaborate steps are used to test each child before and after the . . . reading program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials or numbers registered from each grade and from each school. These numbers can be compared to the previous year's statistics and saved to compare with the following year's. These statistics can be used to determine what percentage of children from each grade in each school participated in the program. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. Objectives can be written to maintain or improve any or all of these statistics.

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[*] Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs*, ©1987.

Setting Priorities

After goals for the overall program have been determined, objectives should be written for each phase of the program. Because the . . . reading program may be long and complex, priorities must be set before the planning begins. This is especially important if the library has limited staff and resources. Consideration should be given to the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

Examples

Following are examples of three general goals for a . . . reading program, objectives which could be related to them and possible strategies to implement the objectives:

GOAL 1. THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase . . . reading program registration by 5%.

B. Include book talks and bibliographies in 10 . . . reading program activities.

C. Increase circulation of the children's collection during the . . . reading program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1. Plan several months in advance to design or utilize a . . . reading program with a popular theme. Develop (introductory) fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2. Distribute . . . reading program materials as widely as possible. Publicize the . . . reading program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize your program.

GOAL 2. THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. Fifty percent of . . . reading program participants will read nonfiction as well as fiction books.

B. Increase overall juvenile circulation by 10%.

STRATEGY 1. Require that the participants read a certain number of specific types of books.

STRATEGY 2. Distribute specific subject area bibliographies.

STRATEGY 3. Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3. ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. Twenty-five percent of the preschool population will register for the Read-To-Me program.
B. Seventy-five percent of the preschoolers attending storytime will be enrolled in the Read-To-Me program.

STRATEGY 1. Plan several months in advance to design a Read-To Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2. Advertise the Read-To-Me program to the parents of storytime participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

It is important to choose goals appropriate to your library -- those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important one and work toward it.

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals which are based on reality. Your objectives determine the areas to be evaluated. The following list will give some suggestions for areas to evaluate and should be considered when formulating goals and objectives.

SUGGESTED AREAS OF EVALUATION

1. CIRCULATION STATISTICS: If possible, juvenile circulation statistics should be tabulated separately from the adult circulation statistics. This will enable you to determine if the . . . reading program has increased juvenile circulation and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF . . . READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE . . . READING PROGRAM: Active may be defined as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: These figures can be used to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

6. PERSONAL OBSERVATION: A log book with comments about what was successful and what didn't work and will be an invaluable guide for planning the next years program.

7. FEEDBACK: A patron survey and/or conversation with parents will provide a very good indicator of user satisfaction.

8. STAFF EVALUATION: Use discussion of a written survey for staff evaluation of the program.

9. OUTPUT MEASURES: Output measures provide the data to determine if your goals and objectives have been met and to evaluate your . . . reading program. These measures can be used effectively when meeting with your director and other staff to plan for the following year.**

** For more information see: *Output Measures for Public Libraries* by Douglas Zweizig and Eleanor Jo Rodger, American Library Association, ©1987.

GETTING STARTED

Opinions vary among librarians as to the structure and format of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system and changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and past experiences, consider the following items which may also affect your program:

Facilities

a. What amount of space is available and for what size group?
b. Will the excessive noise level disturb other patrons utilizing the library or is a separate room available for busy activities?
c. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?
d. How much time will be given to the program each week, or on what time basis will the group meet?
e. What kind of decorations and displays will be put up in the area?

Staff

a. How large is the staff?
b. Does the size of the regular or volunteer staff increase/decrease during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?
c. How much time do staff and volunteers have available to participate in the program? Or, are they needed in more critical areas? Is it a key time for staff vacations?
d. Can parents of participants help with activities or perhaps provide refreshments?
e. What special talents can staff and volunteers contribute to the program? (i.e. musical, arts & crafts, and drama)

Participants

a. How many children can be adequately accommodated in the program?
b. Will there be any age limitations?
c. Will the participants be broken up into groups based upon age, reading skills, grade level, or will they all participate as one large group?
d. Will a Read-to-Me program for preschoolers be offered?

Collection

a. Does the library need to purchase materials from the bibliography to supplement the collection?
b. Will bibliographies be printed for the participants as supplemental handouts to the program?

Scheduling

a. Decide when and how registration for the program will begin in the library.
b. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.
c. What kind of school visit, if any, will there be? (i.e. thematic skit given, book talks, handout flyers or a short narrative on the program?)
d. Alert all other library staff as to the dates of the programs and the special events.

Budget

a. What arts and craft supplies do you have available to you?
b. Does your budget limit the amount of supplies that can be purchased for certain activities?
c. To what extent can participants be asked to provide their own supplies for certain activities?
d. Will it be necessary to purchase additional promotional materials to that which the state sends?
e. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity – flyers?
f. Is it possible to have a fundraising project to add to the available revenue for the program?

Miscellaneous

a. Can field trips be planned and executed?
b. How can guest speakers, musicians, artists, and story tellers be utilized in your program?
c. What kind of support can be obtained from various merchants and civic groups for the program?
d. Has anyone else developed an activity or idea that had great success which could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

COMMON SUMMER PROGRAM STRUCTURES

Structured

This format allows the librarian more control over the participants reading. It requires a larger staff and a larger collection of material.

1. Age limits for children participating.

   It is desirable to offer something for all age groups, but if you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Required number of books children must read in order to get a certificate.

   Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level in order to compete. It is important to remember that the slow reader, the learning disadvantaged, and the handicapped child need to feel that they belong. If you decide you want to require a certain number of books to be read by the participants, keep the number within a reasonable limit by determining the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

   Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

   If a library's main thrust is to reward the child who reads the most books, then the poor reader will not be interested. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100.

5. Encourage oral or written reports.

   Oral reports give the librarian and the child time to discuss books and also gives the librarian an opportunity to determine which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude, or even part-time status in the program.

Nonstructured

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a non-classroom type summer activity.

1. Any child may participate.

2. No required reading lists or minimum number of reports.

   Any child who has participated to the extent of reading at least one book or participated in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.

4. No required reading lists.

   Displays and special interest lists are encouraged, but children choose their own books from the library collection.

5. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. No minimum or maximum number of books to be read is required.

2. Children set personal goals of how many books they can read.

3. Individual contracts are drawn up between the children and the librarian delineating the agreed goal.

4. Contracts may be signed in advance of the program beginning or when the children read their first book.

5. No attempt is made to quiz children on the books they have read.

6. No restrictions are made on the type of literature to be read, but children should be encouraged to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. These may be offered in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity. A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them and are awarded a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program is mostly done in libraries with the general public, but it could be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. The latter would need to be done in cooperation with the child care center. Center staff could introduce the program to parents, and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those children's parents who may not read to their children or be regular library users.

A brief statement describing idea: A six week reading program entitled *READ ARIZONA*.

Program Outline

A. Audience:

Preschoolers (3-5 years) and their parent(s)/caregiver(s).

B. Step-by-step mechanics:

Planning

The club should be planned several months in advance. A handout for parents *How to Read Aloud With Your Child* (see below) can be prepared. An initial meeting for the parents should be organized.

Parents from story hour are invited by introductory letter to attend. Forms are also available at the children's librarian's desk. Parents also received a pamphlet about summer reading and a list of recommended books.

Presentation

A meeting is held prior to the beginning of the program, to acquaint the parents with the program and to schedule individual meetings.

Parent and child selects books each week. At home, the parent read the books to the child several times during the week until the child has "learned" the stories. Parents were encouraged to discuss the stories, the illustrations, and any concepts related to the stories. They return and the child may tell the story to the librarian, using the book. The parent is present in case the child is bashful and needs prompting.

C. Supplies:

A reading record to record the books each child reads. Copies of *You Can Encourage Your Child To Read* to be distributed and also *How to Read Aloud With Your Child* handout. Certificates and posters can be prepared.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD: choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE: sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE: soft, low and interested.

5. BEGIN WITH THE FAMILIAR: Mother Goose, finger plays, songs, poems...

6. PAUSE AT INTERVALS: this gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD: if she is bored or restless perhaps the book or time isn't right. If he/she doesn't want to discuss the pictures step up the pace; if your child wants to turn several pages to finish more quickly–let her/him.

Do's:

Take advantage of your child's interests (e.g. dinosaurs, trucks, etc.)
Keep books around even if he /she shows little interest in them right now.
Ask questions as you read.
Encourage your child to make up his/her own stories to go with the pictures.
As your child reaches school age, begin to include longer stories which can be read one episode or chapter at a time. (Graham's *The Wind in the Willows.*)

Dont's:

Use story time to teach reading
Compare your child to another who loves reading.
Be surprised if your child wants to hear the same book over and over again; the high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction if you are involved with the story yourself.

2. Books should be well written, have vivid characterization, and should be fairly fast paced–more action, less description (e.g. Asch's *Turtle Tale*).

   REMEMBER: Five to ten minutes may be plenty of time to read to your child because of the short attention span of preschoolers.

   The real test of a "good" book is its ability to give pleasure to parent and child.

   Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

   MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

PLANNING TIMELINE*

The following is to give you a possible timeline. Remember to keep a monthly calendar with important dates marked.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Decide on dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations for donations.

2-3 Months Prior to Summer

1. Programs schedule should be almost complete. Plan alternate programs in case of cancellations.
2. Confirm films, performers, and craft dates. You may want to "kid test" crafts.
3. Order materials for crafts.
4. Check AV equipment and repair if necessary. Buy extra lamps.
5. Prepare flyers with information about the program for distribution to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteer.

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1 Month Prior to Beginning of Summer

1. Send letters to Friends of the Library and community organizations asking for volunteer helpers.
2. Place posters in the community and in the library.
3. Visit newspapers, radio, and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.
4. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts, and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have a staff meeting about the programs planned and pass out schedules.
2. Begin decorating the library.
3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar as soon as possible. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town, for example when does the pool open, camp begin, or little league have play-offs? When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event, closing celebration? What is the staff vacation schedule? Will you have an orientation for staff, volunteers, friends group?

When you have developed your timeline and finalized as many of the reading program dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.

February **1991**
Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 **Arizona Reading Program Workshop**	16
17	18	19	20	21	22	23
24	25	26	27	28		

E-3

gdh 12/31/90

March 1991

Month Year

E-4

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

gdh 12/31/90

April 1991

Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

E-5

gdh 12/31/90

May 1991

Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

E-6

PUBLICITY AND PROMOTION

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs is a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leaves a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier, and can be inexpensively reproduced by a quickprinter for large quantities or a good copier for smaller needs.

The clip art for the 1991 Arizona Reading Program is yours to adapt and use however you like: reduce it, enlarge it, reposition it, cut it up, color it, whatever.

A variety of techniques can be used to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, simple typewritten copy can be transformed into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters (hint: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue).

Professional typesetting is not terribly expensive if you take just a few headlines, your library's name and address, and the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

If you plan to solicit monetary support for your program, in-kind support (museum coupons, ice cream coupons and other items) or to ask for a feature story in the newspaper, your appeal will be taken more seriously if you have a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of a Reading Program
- who the program will involve and how participants will benefit
- dates, times, and locations
- past programs and themes
- statistics from previous years
- this year's theme

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- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

Having a background sheet that includes details lets potential sponsors, helpers, and reporters know that you're serious and organized about your program, and can save a great deal of time for you in terms of answering philosophical questions or spelling out the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit classrooms to talk with kids. If you can't spare the time, use the mail! If you can't go out, write a peppy cover letter, and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and ask for announcement space in their newsletters. Catch kids and parents where they are: send library staff members home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and by all means, use it if you're soliciting goods or money.

Perhaps the best public relations you do will be done at the library itself, promoting the program to the parents and children who use the library. After all, these are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program, and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library – and put your reading sign-up station in a conspicuous spot. Put up a splashy display. Post the kids' names as they sign up. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage; assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story – you can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments.

Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; many will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. Most papers are interested to see how things come out.

Whenever possible, include a photograph with your press release. Photos are always more eyecatching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black and white pictures.

SAMPLE NEWS RELEASE

From: (Library) Date: (CurrentDate)

(Street) Contact: (Name)

(City/State/Zip) (Phone)

RE: Reading Program Release Date:

CELEBRATE ARIZONA AT THE PUBLIC LIBRARY

"Read Arizona" is the theme of the 1991 Arizona Reading Program to be held at ______________________________ Library. A series of ____ programs will include a variety of activities to encourage reading for children between the ages of ____ and ____.

"Read Arizona" programs will begin the week of ____________________.

Children may begin to register on ____________________. This annual statewide program is sponsored by the Arizona Center for the Book and the Department of Library, Archives and Public Records in order to encourage year-round reading.

For more information, phone ______________________________ or visit the library at ______________________________. Library hours are ____________________.

SAMPLE NEWS RELEASE II

From:	(Library (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Phone)
RE:	Reading Program	Release Date:	

SUMMER READING CONTINUES

"*Read Arizona*" is the theme of the 1991 Arizona Reading Program to be held at the ____ ____________________ Library. A series of ________________ programs for children between the ages of ___ and ___ will begin the week of ____________________. Activities will include (list any special programs).

According to librarian ____________________________, children may sign up for "*Read Arizona*" beginning the week of __________________________. Contact the library at (address and phone number) for a complete schedule of activities and registration information. More than 80,000 Arizona children participated last year in this annual statewide program which is sponsored by the Arizona Center for the Book and the Department of Library, Archives and Public Records to encourage year-round reading.

FOLLOW-UP NEWS RELEASE

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

ARIZONA THEME BRINGS KIDS TO THE LIBRARY

More than _____ children, ages _____ to _____, read this summer. The ________________________________ Library used books and performers to bring excitement and adventure to those who attended its 1991 Arizona Reading Program series.

"Read Arizona" was the program theme. Book bags, bookmarks, stickers and other giveaways were offered to attract children to programs aimed at keeping them reading over the summer. It worked; participants read more than _____books.

Librarian ____________________ reports that children's programming will continue this fall with (indicate plans and dates).

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, in order to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan ahead to use. Unless you're asking the station for a taped or live on-air interview (this takes a phone call) about your program (if these are featured regularly on your station, you might just want to pursue this), all you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director, and mail your announcement to that person. A simple cover letter requesting support for the program helps assure air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)
PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)
PROGRAM DATE: (Date your program starts)
AIR DATES: (Choose a time period over which you want announcement made)
FOR MORE INFORMATION: (Your contact person's name & telephone)
TIME: (10 secs, 20 secs, 30 secs, etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and how to get more information. There's no time in a 30-second announcement to get to the Why--spend your remaining seconds on a catchy invitation.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:	30 seconds		

The_____________________ Library is sponsoring *"Read Arizona"* for children ages __to ____. Children can enjoy such activities as (mention specific programs) on (day) at (time) at the library. Registration for the ______________weekly programs begins _______. Enjoy Arizona through books, crafts and games.

For more information call the library Children's Department at (phone).

Television Announcements

Television stations are obligated to provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person. Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to make arrangements for this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you, and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind; it's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide onscreen while they run a taped voice-over of your announcement. Here again, wording similar to radio spots -- nothing longer -- is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of the slide shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSA's: keep your main visual idea restricted to the center area of the slide.

☛A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties--and it's dollars to doughnuts everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough that they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids are involved. Paint a colorful picture, and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time--you're up against national news and local housefires--but most are willing to seriously consider library stories, especially when kids are involved.

BRAILLE AND TALKING BOOKS

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

In recent years, visually and physically handicapped children have participated in the statewide Arizona Reading Program. By borrowing talking books and braille books, these young library patrons enjoy many of the same titles and authors as those read in print by their friends and classmates. The same encouragement to read is given by library staff. Certificates and other incentives can be awarded for reading achievement.

Through publicity and local encouragement, we hope to extend summer reading activities to larger numbers of visually and physically handicapped children and to support participation by visually and physically handicapped children in their local library's summer reading program, by using talking and braille books.

Talking Book/Braille Service Overview

What is available?

Talking books, braille books, and catalogs of titles. Talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona LBPH in cooperation with the National Library Service for the Blind and Physically Handicapped (a division of the Library of Congress).

Some patrons use both talking books and braille, although LBPH does not circulate braille materials. Braille readers are referred to and borrow books from the Braille Institute of America in Los Angeles.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics* or *Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children available on talking books or in braille.

Record and cassette players and accessories. These are loaned free of charge as long as library materials are being used. Patrons are welcome to borrow both the record and cassette player so that they may use both cassette and disc books in the collection. It is necessary to use the Library of Congress playback equipment because the books are recorded at a slower speed not generally available on commercial equipment.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; pillowphone for readers confined to bed; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Playback equipment and accessories are loaned for as long as library materials are being used. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

General guideline: anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Library for the Blind and Physically Handicapped at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin?

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the machine agency (address on application form). Usually, the equipment is issued by the machine lending agency, which is a division of State Services for the Blind. Equipment is sent to eligible patrons, and LBPH is notified to begin library service. A readers' advisor contacts each new patron to begin service, discuss reading interests, etc.

Some public libraries have equipment to loan the new patrons, and small collections of talking books to begin service. If your library does not have applications, contact LBPH, or have interested persons contact LBPH; we can send information directly to the applicant. For faster service call LBPH toll free at 1-800-255-5578.

Patrons may submit request lists; or, LBPH staff will select books for patrons in the subject areas they designate. Most talking book readers receive books as follows: when one book is returned to the library, another is sent; two sent for two returned, and so on. Books will be sent to children in this way unless a different arrangement is requested. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

Local Library's Summer Reading Program

Visually impaired or physically handicapped children in your community may want to participate in the local Summer Reading Program along with their peers. This can be accomplished by using talking or braille books instead of print and with some assistance from the library staff.

Children who use talking books for summer reading need to be registered patrons of the LBPH and request their books from LBPH. Usually a book is sent to a patron each time one is returned, but this can be tailored to meet any special requirements your program may have. Participants should call the LBPH to ensure that their books and special requests will be sent in a timely manner.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself and others who may be with you when you greet someone with a visual impairment. Let the person know what you are doing and where you are going. Ask if the person needs assistance getting around the library and let the person take your arm, which allows you to be the guide.

With a little help, visually impaired, blind, or handicapped children can participate in much of regular library programming. Visually impaired children can enjoy story hours along with their peers with a minimum of special effort by the storyteller. It is most important to select the story carefully so that understanding the text is not dependent upon illustrations which cannot be easily explained. You do not need to avoid such words as "see, look, read." If the child can't see gestures or facial expressions, try to include objects and tactile experiences. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Depending upon the story line or narration, visually impaired children can also enjoy films or video if they are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading with some guidance toward these books. If you are unsure about a child's skills and ability to participate, discuss it with the child and/or the parents.

AWARDS AND INCENTIVES

It is very important during your reading program to recognize the progress your participants are making. This is usually done in two ways. The first is through incentives which you receive either from the state, from items donated by the local merchants or with items you purchase yourself. Usually the final way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Awarding the certificates can be done at the end-of-summer celebration, through schools after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that a back-up distribution system was needed.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize which is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library, to T-shirts (one of the more expensive prizes) with the program slogan, which can be awarded. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astro games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes, and movie tickets, at no cost.

Larger rewards, such as sun visors and wrap-around sun glasses, were still low cost incentives and were purchased by the Friends of the Library.

2. Buttons are extremely popular with the children, as the staff of a library found out. One year they gave up passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons are an important part of the whole program: kids collect the buttons from the first time they enroll and build collections which they value highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers, then kept track of their own scores as they played the reading game on a Monopoly-like game board, read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a terrific way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remepber is that in whatever way one decides to recognize a child's participation in the reading program, positive reinforcement of a love of reading is the goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book *Rich The Treasure:*

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the fullest."
6. "To serve as a social force in the community together with the child's welfare."

Opponents of reading programs feel that there is a tendency by parents, teachers, or the children to make participation competitive, i.e. the child reading the largest number of books considered winner of the game; this emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books, and the schools often cooperate by presenting these certificates at assemblies, thus recognizing the child's effort and encouraging other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another: some libraries reward children based on the number of books read, some on the number of pages read, and some even

Also, the system of awarding prizes differs from one library to another: some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, usually some form of reward is given.

PARENTS/FAMILY INVOLVEMENT

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read." Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself." Toni S. Gould, *Home Guide to Early Reading*.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives." Charlotte Leonard, *Tied Together*.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Why not use the Reading Program as an opportunity to encourage reading as a family activity?

Get parents involved from the beginning of the summer reading program. Hold a kick-off event for the Arizona Reading Program involving parents and children. If at all possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

> Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.
>
> Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.
>
> Booktalk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. *The Read-Aloud Handbook* by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.
>
> At the end of the parent component bring groups back together and have someone read a story or chapter to the entire group. The reader should be prepared with an enticing selection, but it should be read, not performed. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.
>
> There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they will have to make

overnight radical changes in the family's routine, the read-aloud experience may not even get started!

Parental Program Tips

Have a guest book for parents to sign and include addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. If you award certificates at this time, you can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

READING SEEDS*

How to Grow Good Readers
Vacations

Ideas and Activities: Reading motivation ideas and activities for parents and educators.

Children get very excited about vacations and taking trips. A family usually talks about vacations weeks, if not months, ahead of time. This time can be used to motivate readers and to give children the feeling that they are participating in the planning and the trip itself.

While planning your trip suggest that your child write to the Chamber of Commerce, Parks Department, and so forth to find out more about where you will be going. Children love getting mail.

Before going on your trip suggest that your child act as navigator. He/she will need road maps and know how to read them. Your child could be responsible for planning the best route, when to stop for meals, historical markers and rest areas and where to stop for the night. He/she could also compute mileage and figure out how far you can travel in a day.

Read newspapers from the city you will be visiting to find out what events will be happening during your stay. Share your newspaper reading with your child.

Have your child write to friends or relatives to find out what you will be doing during your stay.

Suggest that your child keep a daily diary during your vacation. Include sketches, photographs, souvenirs, and brochures.

Write postcards or letters to friends and family while on the trip. Your child will need to compose an address book and bring along writing paper.

While driving, play road sign games or other car games with the whole family. These games usually entail mental gymnastics and a keen eye for road-side signs.

Read travel guides, back-packing or trail guides ahead of time.

Take turns reading to one another. Bring along novels, poetry books and song books.

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SEMILLAS DE LECTURA*

Como Crecer Buenos Lectores
Las Vacaciones

Actividades: Actividades de lectura que se puede usar durante las vacaciones.

A los niños les gustan mucho las vacaciones y los viajes. Usualmente la familia empieza a planear las vacaciones muy en adelante. Este tiempo se puede aprovechar para desarrollar interés en la lectura y al mismo tiempo se le da al niño la oportunidad de ayudar con los planes.

Mientras se preparan los detalles del viaje, Usted puede sugerirles a sus niños que le escriban a la Cámara de Comercio (Chamber of Commerce) o al Departamento de Recreo (Parks & Recreation Department) de las ciudades que piensan visitar. A los niños les encanta recibir cartas y al mismo tiempo estan aprendiendo más sobre los lugares que piensan visitar.

Antes de salir de viaje deje que los niños ayuden a buscar el mejor camino. Para ayudar con esto los niños necesitarán mapas y deben de saber leerlos. Los niños también pueden seleccionar los lugares donde pasarán la noche. También, los niños pueden ayudar a calcular el número de millas que se puede viajar en un dia.

Mientras la familia está de vacaciones todos los miembros deben leer bastante. Por ejemplo, tráten de leer el periódico de la ciudad que piensan visitar para informarse sobre los eventos de interés durante su estancia. Deben de llevar varios tipos de libros o revistas para leer durante el viaje. Mientras se viaja también se pueden leer los signos que se encuentran en camino.

Los niños tambien pueden escribirles a sus amigos y familiares y pueden mantener un diario en el cual escriben todo lo que ocurre cada día.

Libros para Ayudarlos

Fiesta en El Campo by Maria Puncel
Las Aventures de Connie y Diego by Maria Garcia
El Barquito Viajiro by Carlos Gorostiza
El Sastrecillo Valiento by zoraida Vasquez
El Caballito que Quería Volar by Marta Osorio
Los Musicos de Brema by Ruth Belov Gross
La Zona del Silencio by Magolo Cárdenas
El Tesoro de Don Te by Magolo Cárdenas
Maya by Rosario Aragon Okamura
Teo Descubre el Mundo by Violeta Denou
    Teo Va de Camping
    Teo en Avión
    Teo Va al Mercado
    Teo en Tren
Grandes Viajes by Piero Ventura

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DISPLAYS & DECORATIONS

Room Ideas

There are many, many ways to decorate your library with this year's theme. The following ideas do not represent all of the possibilities. Remember the best ideas usually come from your imagination. You know what interests your kids.

For a myths and legends theme a marvelous way to decorate your children's room is to make Indian masks. You may also want to make large cut-outs of characters found in specific stories. This can also hold true for legends or myths found in the Mexican culture.

Wouldn't it be wonderful to make a miniature town or forest in one corner of your library. Participants could walk through it or sit reading a book and feel like Paul Bunyan. Many folk heroes give inspiration in decorating your children's area.

Talk to a local nursery about lending local plants and cacti to place stratigically around your library. Have children paint tumbleweeds and place them at the end of your bookshelves. As you can see the possibilities are endless.

Bulletin Board Ideas

Put blue background paper up. Design a large picture of Arizona. Have the children place dots on the map for every book they read. The more titles they read for the summer the more "populated" the state becomes.

Make a bulletin board which looks like a quilt of the different cultures found throughout the state. Have all the children make one square (could be done with construction paper or cloth) and sign their name. If you have them make cloth squares, designs could be painted on with special paints. You may want to have the quilt put together by a local quilter and then display it in the library throughout the year.

Another idea for a colorful bulletin board is to use post cards. Have patrons bring in post cards they have picked from all over the state. Put these post cards on a black or white background. You may want to bring in a few of your own post cards to hang first until your patrons get the idea.

When you are designing a bulletin board just remember these basic ideas. Choose materials which relate to the theme. This may mean the theme of your weekly program or the theme for the whole summer. Consider the effectiveness of the bulletin board overall. Keep your ideas in the simplest format. Make sure that the items are all in the proper size perspective. Decide on the most effective colors and pleasing placement of the items. Make sure that your lettering is part of the display and not something you add at the end. The lettering should be large enough to read at quite a distance and make sure that the overall effect of your bulletin board is not cluttered.

Read Arizona. Each week, feature a different part of our own state, with help from Chamber of Commerce, display removable brochures, maps, pictures.

COMPLETE PROGRAM IDEAS

THEME: Heritage

AGE GROUP: 5-12

BOOKS: Miska Miles, *Annie and the Old One*
Paul Yee, *Tales from the Gold Mountain*
June Behrens, *Fiesta*
Juanita B. Anderson, *Charley Yee's New Year*

ACTIVITY: Like "Christmas in July," celebrate a midsummer Chinese New Year. Consult *Small World Celebrations* by Jean Warren or Bobbie Kalmans's *We Celebrate New Year.* Try to integrate food, something to take home and a New Year Parade.

Chinese New Year
A Chinese Celebration

For children in China, the biggest and most exciting holiday of the year is New Year's. The celebration takes place in January or February and lasts for fifteen days.

Before New Year's Day the children help their families sweep and scrub their houses clean. Rooms are decorated with red and pink flowers and with red scrolls that wish everyone happiness and prosperity in the coming year. Red is thought to be a lucky color, so it is seen everywhere during the holiday.

On New Year's Day the festivities begin. Shops and businesses close and families gather together to celebrate. The children dress in their best clothes and wear new shoes. For New Year's presents they receive little red envelopes of "lucky money" that they can use later to buy holiday treats.

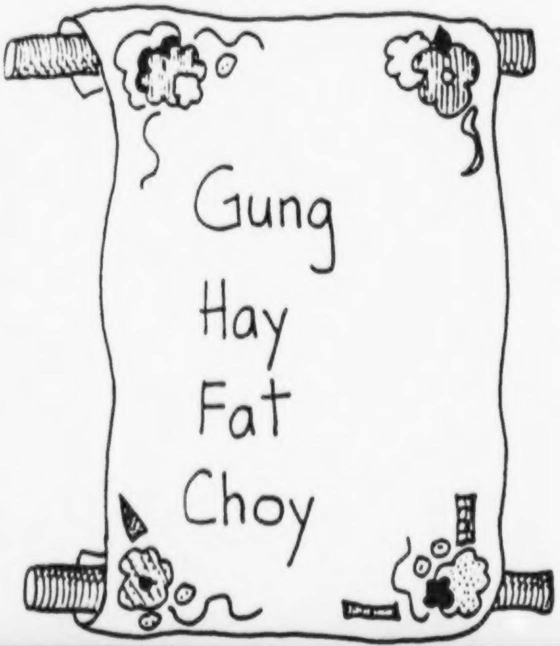
Throughout the day the children are on their best behavior, for they know that saying and doing nice things will bring good fortune in the new year. In the evening, after eating a special dinner, they spend time with their families playing games, singing songs and listening to stories.

As the holiday continues, the children and their parents pay New Year's visits, taking along gifts of tangerines or oranges. In the streets the noise of firecrackers is everywhere. Musicians play drums and cymbals while dancers, holding up a brightly painted lion head with a long cloth attached to the back, dance and weave through the crowds of people. The children love to tease the fierce-looking lion as it chases away "evil spirits."

The New Year's celebration ends with the Lantern Festival. On that night a giant dragon made of silk and bamboo is carried through the streets while the children and their families follow along holding lighted paper lanterns.

Art

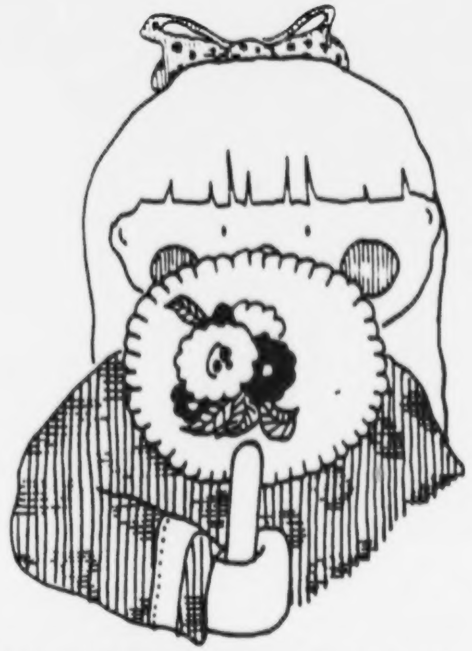
New Year's Scroll



Make a scroll with the children to hang in your room for a Chinese New Year's decoration. For a background use a long piece of red wrapping paper or sheets of red construction paper taped together. Use a black felt- tip marker to write *Gung Hay Fat Choy* (Happy New Year) in the center of the paper. Then set out a variety of red and pink materials (yarn, fabric scraps, ribbon, buttons, magazine pictures, glitter, etc.) and let the children glue them around the New Year's message. When they have finished, glue the ends of the paper around long cardboard tubes and hang the scroll on a wall or a bulletin board.

Chinese Fans

On a clean tabletop have the children brush water on thin paper plates and smooth them flat with their hands. Allow the plates to dry. Then let the children brush diluted glue on their plates and place precut red and pink tissue paper flower shapes on top of the glue. Make a handle for each fan by gluing two tongue depressors together and slipping the edge of the paper plate in between them while the glue is still wet.

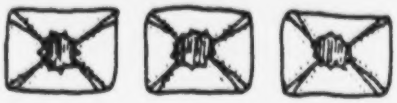


LEARNING GAMES

Lucky Money Prize Games

Tape pennies to the centers of red construction paper squares. Have the children fold the edges of the papers over the pennies and seal them with gold or yellow stickers to make "lucky money envelopes." Let the children play card games such as Lotto or Concentration. (The idea of using cards to play games originated in China.)

When the games are over, place the lucky money envelopes in a paper bag. Then let each child reach in and take out a prize.

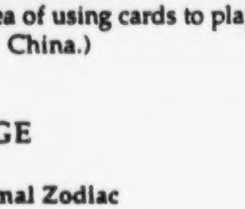


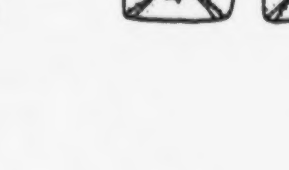
LANGUAGE

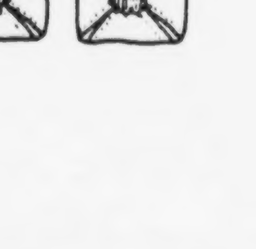
Chinese Animal Zodiac

In China each new year is named for one of the twelve animals in the zodiac cycle. For example, 1984 was the Year of the Mouse and 1987 was the Year of the Rabbit. It is believed that the year in which a person is born determines his or her characteristics. Use the chart at the right to find the animal name of your celebration year. Then locate the children's birth years on the chart and discuss their animal signs. Talk about the other animals, too, and let the children act out their movements. Follow up by singing the song *Here Come the New Years* on p. M-6.

Mouse	1948	1960	1972	1984	1996
Cow	1949	1961	1973	1985	1997
Tiger	1950	1962	1974	1986	1998
Rabbit	1951	1963	1975	1987	1999
Dragon	1952	1964	1976	1988	2000
Snake	1953	1965	1977	1989	2001
Horse	1954	1966	1978	1990	2002
Sheep	1955	1967	1979	1991	2003
Monkey	1956	1968	1980	1992	2004
Rooster	1957	1969	1981	1993	2005
Dog	1958	1970	1982	1994	2006
Pig	1959	1971	1983	1995	2007

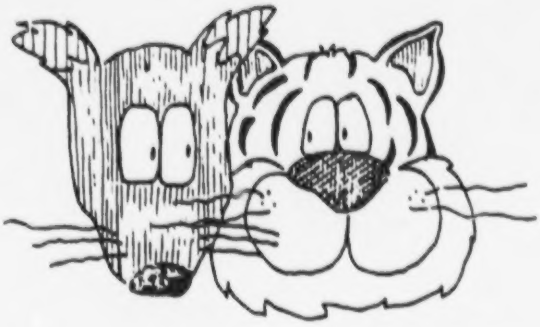






Storytime Fun

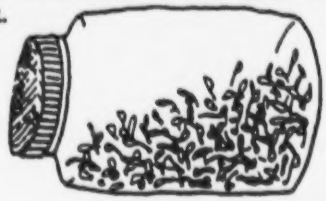
Read or tell the Chinese folktale *Little Fox and the Tiger* on p. 27. When the children have become familiar with the story, let them take turns acting out the roles of the animal characters.



SCIENCE

Growing Bean Sprouts

Let the children help grow bean sprouts to eat part of their New Year's snacks or to enjoy later in salads or sandwiches. Put 1/3 cup mung (available at supermarkets and health food stores) in a quart jar and soak them in water overnight. The next day use an ice pick to punch ten holes in the jar lid, making sure that the holes are smaller than the beans. Screw on the jar lid and drain the beans. Then rinse and drain them again. Place the jar at an angle so that the water will continue to drain and cover the jar with a towel. Over the next four to six days let the children help rinse and drain the bean, once as in the early morning and once in the late afternoon. Keep the jar covered with the towel between rinsings. When the sprouts are about 1 1/2 inches long, rinse them in a bowl of water to remove the hulls. Use them right away or store them in a refrigerator for up to a week.



SNACKS

Chow Mein

Celebrate Chinese New Year by setting the snack table with red placemats and napkins. Prepare canned *chow mein* according to the directions on the label and add some fresh bean sprouts, if (see Science activity above). Serve on top of rice or crunchy Chinese noodles and set out soy sauce for tasting. For dessert give each child two tangerine or orange segments (two is a lucky number.)

Extension: Traditionally, everyone in China has a birthday on New Year's Day no matter when he or she was born. Let the children observe this custom by singing *Happy* desired *Birthday* to them-selves after enjoying their snacks.

Egg Flower Soup

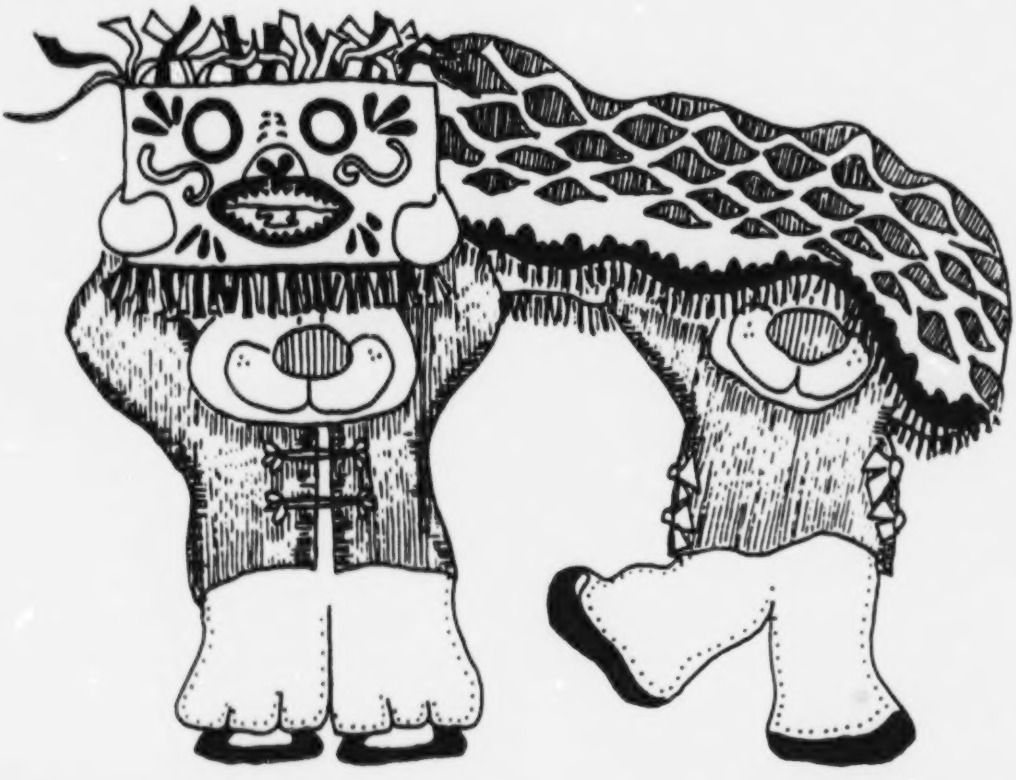
Pour 3 cups chicken broth into a saucepan and bring to a boil over medium heat. In a small jar with a lid, shake together 1 tablespoon cornstarch and 2 tablespoons cold water. Pour the cornstarch mixture into the broth and stir until smooth. Beat 1 egg with a fork in a small bowl. Then drop spoonfuls of the beaten egg into the broth and stir, letting thechildren watch as the egg forms into shreds, or *flowers*. When the egg is completely cooked, pour the soup into small bowls and sprinkle with chopped green onion *leaves*.. Makes 6 small servings.

MOVEMENT

Ribbon Dancing

As part of your New Year's celebration, try this version of Chinese ribbon dancing. Attach colorful ribbons or crepe paper streamers to cardboard and in tubes or tongue depressors. Let the children hold ribbons while dancing to recordings of Chinese songs or other rhythmic music. Encourage them to move their ribbons in large and small circles, in figure eights, up and down like waves and in swirls above their heads.

Lion Dance Parade

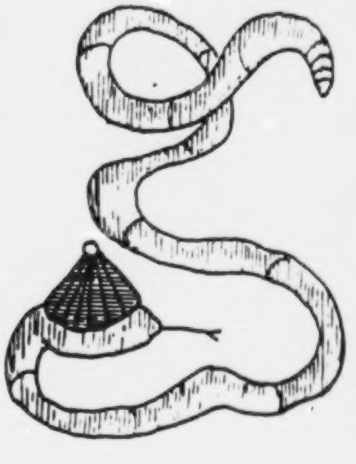


Let the children help decorate a cardboard box (about 12 inches square) to make a lion head. On one side of the box glue construction paper facial features and a fringed beard. Attach crepe paper streamers to the top of the box and a long piece of cloth to the back. Cut hand holes in the sides of the box near the bottom. Let one child at time hold the lion head above his or her head while one or two other children get under the cloth and hang on behind. Then play library recordings of Chinese music (or use any appropriate music) and let the children have a Lion Dance Parade. As the lion prances, sways and shakes its head, have other children follow along behind playing drums, cymbals and rhythm instruments.

MUSIC

Here Come The New Years
Sung to: *Old MacDonald Had a Farm*

Here come the new years
Marching round, E-I-E-I-O.
And one of the years
Is the Year of the Mouse, E-I-E-I-O.
With a squeak, squeak here,
Here a squeak, there a squeak,
Everywhere a squeak, squeak.
Here come the new years
Marching round, E-I-E-I-O.



Sing a verse of the song for each Chinese zodiac animal:
"Year of the Cow - moo, moo; Tiger - grrr, grrr; Rabbit - sniff, sniff;
Dragon - roar, roar; Snake - hiss, hiss; Horse - neigh, neigh;
Sheep - baa, baa; Monkey - chee, chee; Rooster - cock-a-doodle;
Dog - bow-wow; Pig - oink, oink."

Elizabeth McKinnon

Lion Dance Song
Sung to: *Mary Had a Little Lamb*

See the lion dance and prance,
Dance and prance, dance and prance.
See the lion dance and prance
One Chinese New Year's Day.

Hear the firecrackers pop,
the
Pop, pop, pop; pop, pop, pop.
Hear the firecrackers pop
On Chinese New Year's Day.
"

Additional verses: Hear the drums go boom, boom, boom; Hear the cymbals clang, clang, clang; See the children laugh and clap."

Elizabeth McKinnon

Chinese Hello Song
Sung to: *The Farmer in the Dell*

Let's wave and say Ni hao (nee how),
Let's wave and say Ni hao.
Let's say hello to all our friends,
Let's wave and say "Ni hao."

Explain to the children that ni hao is

Chinese way of saying hello.

Elizabeth McKinnon

THEME: Myths and Legends

AGE GROUP: 4-10

BOOKS: Betty Baker, *And me, Coyote*
John Bierhors, *Doctor Coyote*
Gerald McDermott, *Arrow to the Sun*

ACTIVITIES: Make simple masks, rocks, trees, etc., and adapt and act out a story from *Coyote &: Native American Folk Tales* by Joe Hayes or *Navaho Folk Tales* by Franc Johnson Newcomb.

INSTRUCTIONS: Facilitate will adapt the chosen story and the group will act it out with many children assigned to each character moving as a group when required.

MATERIALS: Heavy duty paper plates, paints, glue, scissors, string, miscellaneous decorations.

THEME: Folk Heroes

AGE GROUP: 4-12

BOOKS:
Brian Gleeson, *Pecos Bill*
Steven Kellogg, *Paul Bunyan*
Ezra Jack Keats, *John Henry*

ACTIVITIES: Make train engine using egg cartons

INSTRUCTIONS: Instructions to follow

MATERIALS:

THEME: Desert Life

AGE GROUP: 4 +

BOOKS: Gisela Jernigan, *Agave Blooms Just Once*
Diane Siebert, *Mojave*
Byrd Baylor, *Desert is Theirs*
Bob Reese, *Tweedle-de-dee-Tumbleweed*
Bob Reese, *Lactus Cactus*

ACTIVITY: Invite local naturalists (consult Audubon Society for speakers bureau) to come in and speak to the children on plants and animals from your local area.

INSTRUCTIONS: Make paper flowers like those found in your area, cut out cardboard for cacti, and cut out and paint plastic milk jugs with animal faces.

MATERIALS: Cardboard, paper, paint, plastic milk jugs.

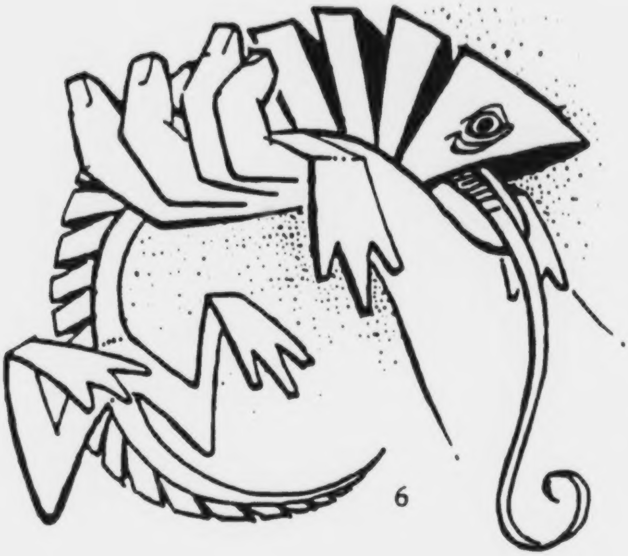
THEME: Animals

AGE GROUP: 4 +

BOOKS:
Bob Reese, *Rapid Robert Roadrunner*
Bob Reese, *Slitherfoot*
Byrd Baylor, Hawk, I am Your Brother
John Naomi, *Desert Voices*
Marjorie Sharmet, *Gila Monster Meet You at the Airport*
Betty Baker, *Rat is Dead and Ant is Sad*

ACTIVITY: Have local pet store visit with a real gila monster and make paper gila monster (see attached instructions, p. M-11.

MATERIALS NEEDED: Paste, Pencils, Scissors and Crayons.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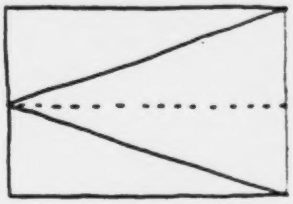
Gila Monster

You will need:
- construction paper:
  12" x 18'" green
  3" x 4 1/2" red
  3/4" x 7" white
  scraps of assorted colors
- 18" (or longer) ruler or tag strip
- scissors, and past or glue
- pencil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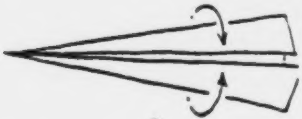
To present:

1. Have your class fold their 12"x 18" green paper in half Lengthwise, then unfold it. Lines are then drawn from one end of this fold to each of the far corners. (See Figure 1.) Cut on these drawn lines (and save the cut-away shaded parts for later).
2 The long edges of this large triangular shape are then folded into the middle fold as shown in Figure 2.
3. The paper is unfolded again to be refolded on the center fold. Keeping the center fold at the top, as shown in Figure 3, have your kids draw a series of diagonal lines down the back of the "Gila Monster" and then cut on these lines. Be sure that each cut touches the creased lines. For a better mouth, remove the shaded section.
4. Fold up and paste. Add eyes from scraps of colored paper, and trim the lower lip. (See Figure 4).
5. Legs, wings, etc., are an optional use of the green scraps that were saved from step 1. See Figure 5 and Figure 6 for ideas to finish the Gila Monster.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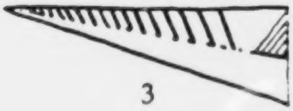
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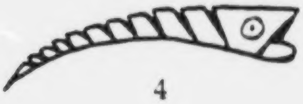
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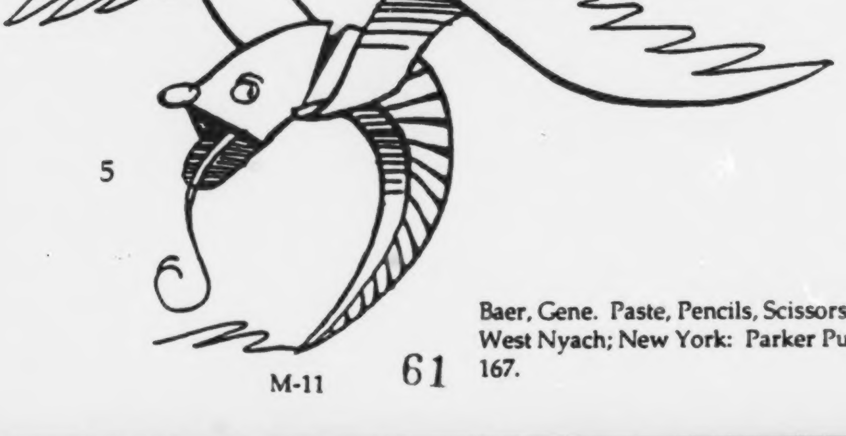
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Baer, Gene. Paste, Pencils, Scissors and Crayons. West Nyach; New York: Parker Publishing co. p165-167.

THEME: Treasure Hunting

AGE GROUP: 4 - 7; 8 - 14

BOOKS: (4 - 7) Bob Reese, *Raven's Roost*
Aliki, *Digging up Dinosaurs*

ACTIVITIES: Put miscellaneous plants, animals, jewelry, etc., in a box and have the children identify them with their eyes closed; or do a treasure hunt for things around the library.

BOOKS: (8 - 14) Sheila Cowing, *Searches in the American Desert*
Caron Lee Cohen, *Renata, Whizbrain and the Ghost*

ACTIVITY: Scavenger Hunt

Scavenger Hunts are probably familiar to you from your own childhood. This one is adapted to finding natural objects. You should assign scavenger lists that require the child to think creatively or to look very closely. Given here is a scavenger list adapted from the one used at the Glen Helen Outdoor Education Center in Yellow Springs, Ohio.

Scavenger Hunt

*17. Everything in nature has a function.
*21. Everything in nature is important (even poison oak is important to the birds that eat its berries).
*24. A sun; trap is anything that captures the sun's heat (water, rocks, plants, animals).

Scavenger List

Collect only things that you can return safely and without damage.

1. A feather
2. One seed dispersed by the wind
3. Exactly 100 of something
4. A maple leaf
5. A thorn
6. A bone
7. Three different kinds of seeds
8 One camouflaged animal or insect
9. Something round
10. Part of an egg
11. Something fuzzy
12. Something sharp
13. A piece of fur
14. Five pieces of man-made litter
15. Something perfectly straight
16. Something beautiful
17. Something that is of no use in nature*
18. A chewed leaf, (not by you!)
19. Something that makes a noise
20. Something white
21. Something important in nature*
22. Something that reminds you of yourself
23. Something soft
24. A sun trap*
25. A big smile

ADDITIONAL PROGRAM IDEAS

Program Theme: Arizona Landmarks
Program Title: Case of the Mixed Up Landmarks
Program Focus: Teach children all the exciting places to visit right here in Arizona. Teach children Arizona geography.
Target Age Group: Ages 5-10
Description - Outline Activity: Have an outline map of Arizona and stickers or cutouts of Arizona landmarks for each child. The older the children the more landmarks you can use. Here are some examples: Grand Canyon, State Capitol, Lowell Observatory, Petrified Forest, London Bridge, Kitt Peak, Painted Desert, Tucson, Yuma, Lake Mead, Lake Powell, Hoover Dam, Your City, etc. Have the children place the landmarks on the map and see how many they can get right. Let the children talk about the places in Arizona they have visited and all the things there are to do in our state.

Program Theme: Tongue-Twisters
Program Title: Easy for you to say!
Program Focus: Children love tongue-twisters! Here is an opportunity for them to write some of their own.
Target Age Group: Ages 6-12
Description - Outline Activity: In advance, write a few tongue-twisters about Arizona. (I have included a few written by Gail Rennells and used at Mesa Public Library, see p. N-4.) Teach the group the tongue-twisters you have written and remember to use big facial expressions and make mistakes. Children love it when adults are silly. Hand out paper and pencils and let the children write and read their own tongue-twisters.

Program Theme: Sign Language
Program Title: Sign Language Workshop
Program Focus: Make children aware of different ways people communicate with each other and educate children about the hearing impaired.
Target Age Group: Ages 9-16
Description - Outline Activity: Read and/or talk to children about being deaf or hearing impaired. Topics could include Galudet University, Marlee Maitlin, Helen Keller, etc. Show children books written in sign language with word captions. Have someone from a local community college or civic organization come in and present a class on sign language. You can end by signing a story to the children or letting them sign a story if they wish.

Program Theme: Arizona Cacti
Program Title: The Tiny Seed
Program Focus: Teach children about Arizona flora and how a cactus grows.
Target Age Group: Ages 3-7
Description - Outline Activity: Have speaker come in with slides of different kinds of cacti in Arizona. If speaker is not available, use pictures from magazines. Talk about difference between cacti and house or garden plants. Give each child a styrofoam cup and several cacti seeds and soil. Let each child plant their seeds. Write the child's name on their cup and place cups around room. Each time the child comes into the library they can check on their seeds. Alternative to having a speaker come in is reading a Byrd Baylor book to the children. If you don't want the cups in the library, the children could take them home.

Program Theme: Arizona Wildlife
Program Title: Meet the Critters
Program Focus: Introduce and educate children about Arizona wildlife.
Target Age Group: Ages 6-12
Description - Outline Activity: Have speaker come in from the Arizona Game & Fish Department. They will bring animals with them and talk about how animals are rescued and cared for until they can be released. Children love to see animals in the library, especially snakes, lizards, owls, hawks, etc.

Program Theme: Hunting (Pretend)
Program Title: Let's Go on a Bear Hunt (Could be coyote or roadrunner hunt)
Program Focus: Pure fun and enjoyment
Target Age Group: Ages 3-6
Description - Outline Activity: Do storytime on hunting or bears. Lead children on a bear hunt. Be as creative as you wish. You can either do the hunt in a circle with no props or decorate the Children's Room. Blue paper on the floor could be a river to cross or lake to swim through, light green paper could be tall "swishing" grass, dark green paper - trees or forest, brown paper - swamp, you can end up at the bears cave and then run through everything backwards. Throughout the hunt encourage children to imagine animals that they might see on a hunt.

Program Theme: Wilderness Safety
Program Title: Could You Survive?
Program Focus: Teach children what they would need to survive out in the wilderness (could be desert, forest, or mountains).
Target Age Group: Ages 9-16
Description - Outline Activity: Make up a list of items that could and could not be helpful in the wilderness. Include things like tent, canteen, water, gun, hat, coat, sleeping bag, fruit, crackers, cheese, ice, stove, nuts, axe, knife, rope, cannon, boat, matches, cooler, stool, book, walkman, shoes, hairbrush, etc. You will need a list and pencil for each child. Have a speaker come in from Park Service or Police or community college or scouting organization and talk about how to survive if you are lost in the desert or forest or mountains (depending on what part of the state you're in). Let children circle items on list they think they would need to survive. You can have them number the items in order of importance, if you wish, with 1 being most important. Discuss the items selected and let the speaker tell the children what they really would need to survive and why. A good book for this program would be *Hatchet* by Gary Paulsen.

Program Theme: Arizona legends and tall tales
Program Title: Paul Bunyan Fest
Program Focus: Introduce children to Arizona legends and tall tales.
Target Age Group: Ages 4 - 7
Description - Outline Activity: Do a storytime on legends or tall tales from Arizona. (According to legend, Paul Bunyan dug the Grand Canyon by dragging his axe.) You can sing songs, read stories, do a puppet show, whatever you wish. Good topics for this program include Paul Bunyan, Pecos Bill and many Native American legends.

Program Theme: Books for the visually impaired
Program Title: A different way to read
Program Focus: Introduce children to various types of materials for visually impaired people.
Target Age Group: Ages 8-12

Description - Outline Activity: Let children see, touch and use books written in braille, large type, normal type, talking books, braille alphabet card (available from State Library for Blind and Visually Impaired). Discuss famous people who are blind or visually impaired. Examples: Tom Sullivan, Stevie Wonder, Jeff Healy, Helen Keller, Louis Braille, Ray Charles. Teach children how to write their name in braille or let the children write a letter to one of these living people in braille. Let children try to read a book in braille.

Program Theme: Indian Picture Writing
Program Title: Picture This!
Program Focus: Arizona is rich in Native American history. This program enables children to become familiar with a different culture and a different way of writing and reading.
Target Age Group: Ages 6-9
Description - Outline Activity: Using the book *Indian Picture Writing* by Robert Hofsinde, teach the children about picture writing and the Indians who used it. Make or buy some picture stamps and ink. Let the children use the stamps to "write" their own story. Children can read their story if they choose. Stories can be displayed in library.

Program Theme: Stuffed Animal Friends
Program Title: And the winner is...
Program Focus: Most small children have a favorite stuffed animal. This is an opportunity to share a trip to the library with their special "friend".
Target Age Group: Ages 3-5 or 6
Description - Outline Activity: There are many wonderful stories to read the children that are about stuffed animals. Some examples are: *Corduroy by* Don Freeman, *Good-Bye Sammy* by Liza Murrow, *Fuzzy Rabbit and the Little Brother Problem* by Rosemary Billam, *Where's My Monkey* by Dieter Schubert, etc. Make sure the children pre-register for the program or set a limit on the number so you know how many children you'll have. After reading stories to the children hold a stuffed animal beauty pageant. Make sure each child wins in 1 category. Make up ribbons in advance and have some extra blank, just in case. Categories can include: biggest, smallest, most colorful, softest, fuzziest, most beautiful, best character (Paddington, Winnie the Pooh, etc.), best dressed, funniest, biggest ears, etc. Be creative and have fun.

Program Theme: Summer Heat
Program Title: Beat the Heat
Program Focus: Educate children on the danger of intense heat of the Arizona summer.
Target Age Groups: All ages
Description - Outline Activity: Gather some items that are effected by heat, i.e., raw egg, ice cube, ice cream, apple peel, orange peel, an old record, etc. Choose a very hot day (this should not be difficult). Discuss with children how to play safe during the hot summer. Talk about sunburn and how people and animals get more thirsty during the summer. Take children outside and place items on sidewalk or cookie sheet. Let children see and guess how long it will take for egg to start to cook, ice and ice cream to melt, record to warp, etc.

A NEW TWIST FOR ARIZONA*

Which alluring Arizona asset attracts Americans from afar?

Admirers across America are attracted to Arizona's arid atmosphere.

N-4

How much dirt do the dust devils dump when the dust devils dance in the desert?

The dirt drifts deeply when driven by dancing desert dust devils.

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* Illustrated by Gail Rennels, Mesa Public Library

How much range would a roadrunner roam if a roadrunner rarely rested?

A well-rested roadrunner would roam a really wide range of the region.

How much more could a gold miner mint if a gold miner mined on Mondays?

He could mint no more of the precious ore than he could if he mined on Sundays.

GUIDE TO GENERAL CRAFTS

Talking Bear Pop-Up

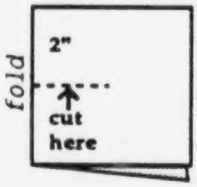
Pop-ups are always favorites; here is an especially easy one:

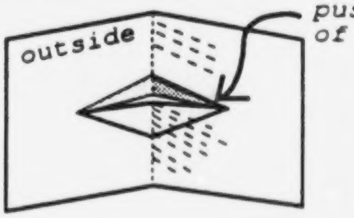
Materials:

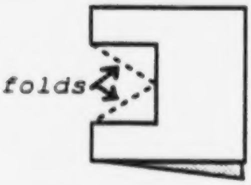
scissors	crayons, marking pens, or paint
8 1/2 in. x 11 in. paper	ruler

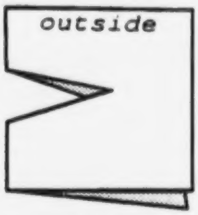
Procedure:

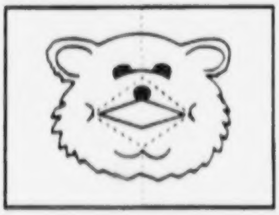
1. Photocopy bear face on following page. (Face should be aligned on the short axis of paper. Do not shift face down to "center" it on the page or the mouth will end up in the wrong position!)
2. Fold photocopied page in half through the bear's face. Face should be to the inside (like a greeting card).
3. Put a dot on the center of the folded edge (back of paper).
4. From the dot, draw a 2 inch line perpendicular with the folded edge.
5. Starting at the folded edge, cut on the line (Cut should end up just below bear's nose and extend from cheek to cheek).
6. Fold back the flaps formed by cut to make two triangles.
7. Open flaps and lay entire sheet out flat again.
8. Hold paper loosely so that it hangs like a tent over your fingers (bear face to the inside). Now press the top triangle toward inside of card and refold its sides so that it is pushed through to other side of the paper. Repeat with bottom triangle. The two triangles should now form a mouth inside the card. As you open and close the card, the mouth will appear to be talking.
9. Color or otherwise decorate bear. Card may be mounted on a construction paper backing. Just remember not to glue the mouth area down!







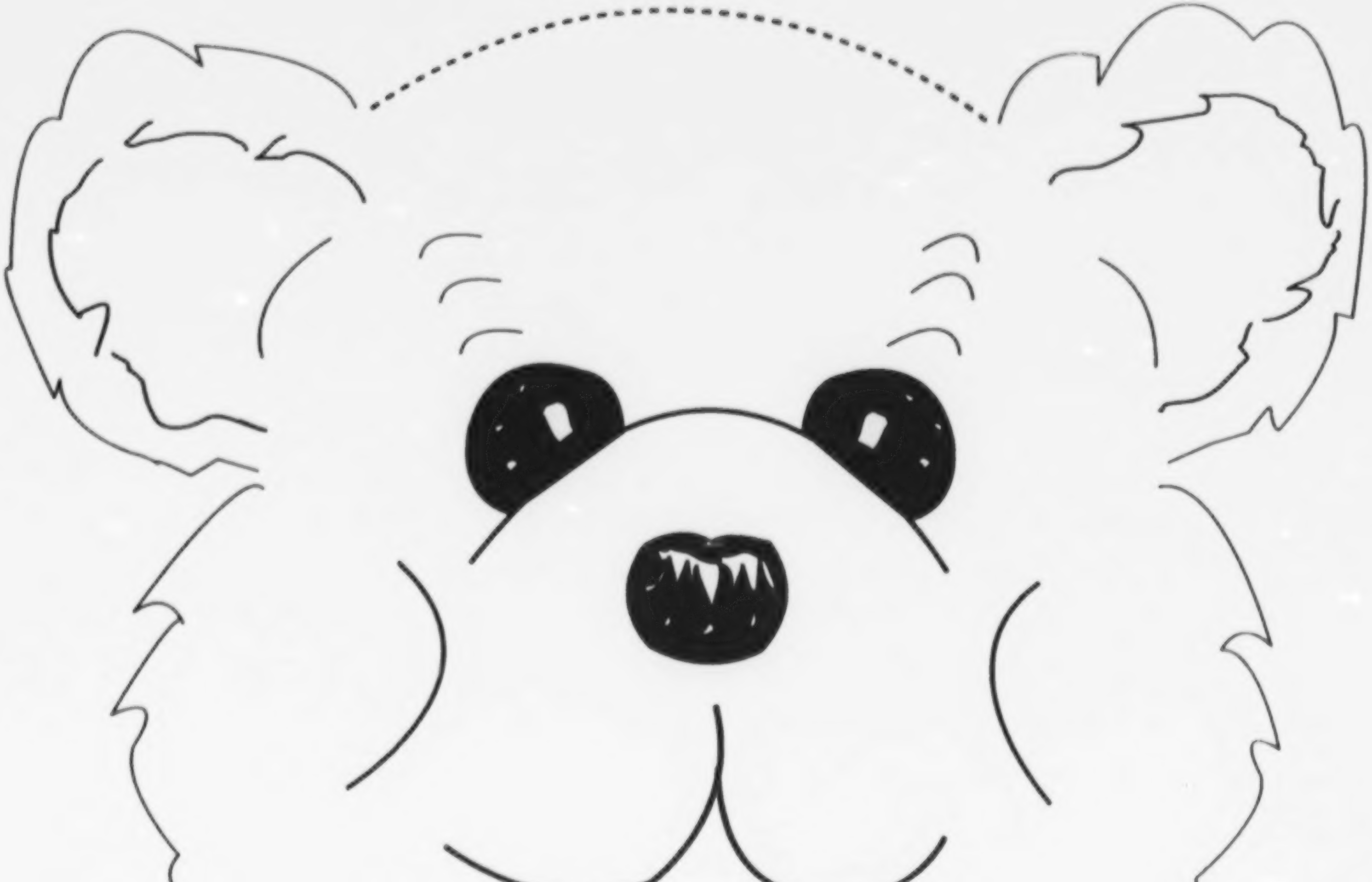




Alternatives:

Older children may enjoy creating their own pop-up faces. Simply follow basic instructions for creating pop-up mouth on a blank sheet of paper and allow everyone to make their own drawings around it.

O-2



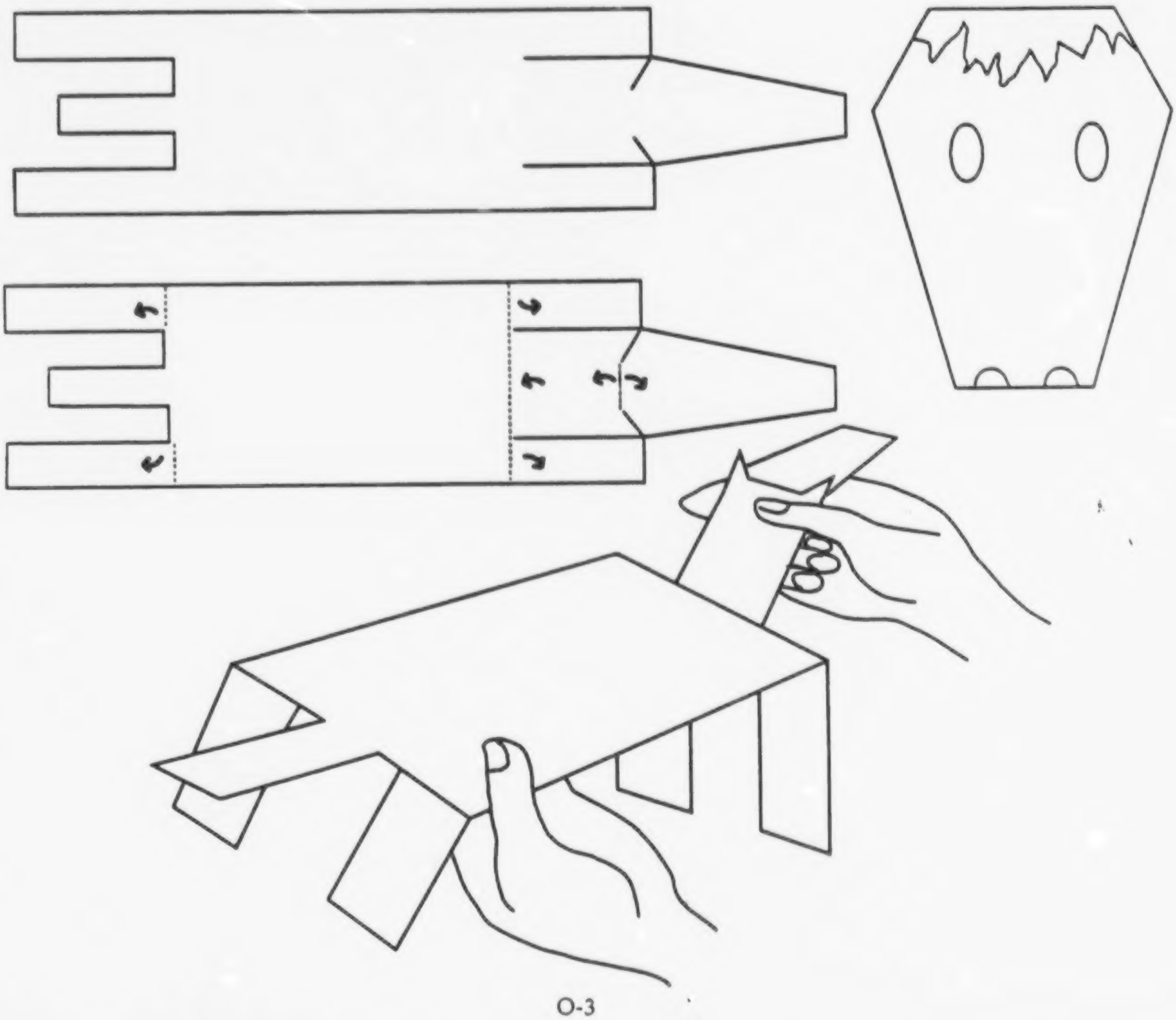
Horse Stuff
Folded Paper Horse

Materials:

Tagboard	ruler
pencil	scissors
felt-tipped pens.	

Procedure:

1. Cut a rectangle 13 by 3 inches from tagboard.
2. Draw the shape as shown in the diagram.
3. Cut out on solid lines.
4. Fold along dotted lines, following the direction of the arrows.
5. With markers, draw the face, mane, feet and tail.



Tootsie Roll Hobby Horse

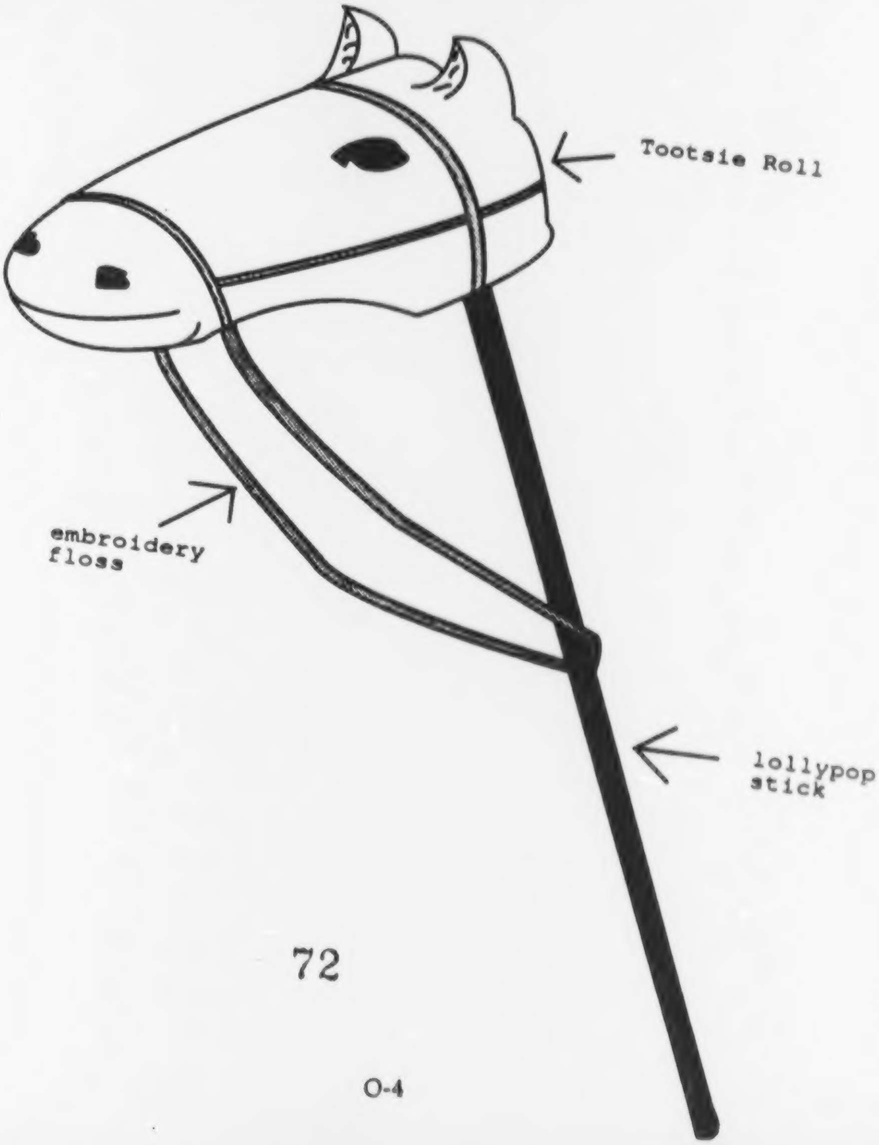
These are easy to make and edible, too!

Materials:

Individually wrapped Tootsie-Rolls	lollypop sticks
embroidery floss	thin white icing.

Procedure:

1. Shape Tootsie-Roll into horse head by pinching up two ears on one end and tapering other end to form horse's muzzle.
2. Place horse head on end of lollypop stick like a miniature hobby horse.
3. Use thin white icing to draw on bridle, eyes, nostrils, and mouth of horse. Use a piece of embroidery floss to make the reins; attach them with a dab of icing.



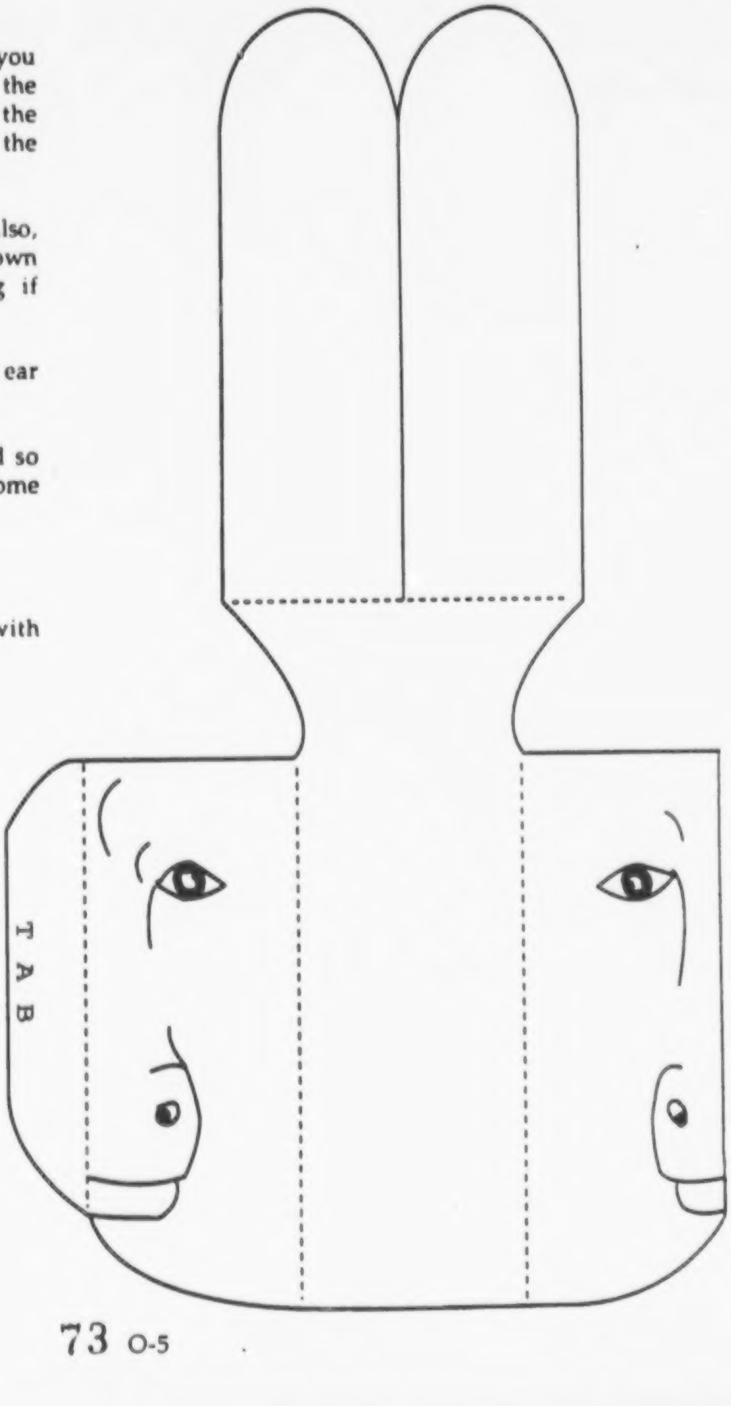
Magic Mule

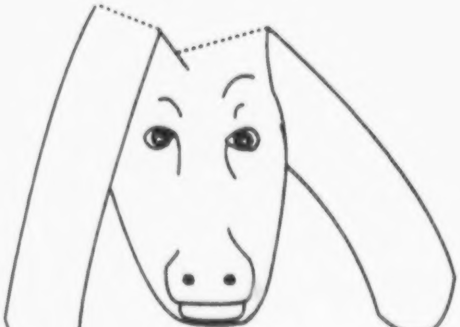
This craft is a somewhat fancier version of the basic Twirly Bird (see 1990 SRP Manual p. O-9). The ears act as a propeller and cause the mule to spin like a helicopter when dropped. To get the longest spin, stand on a chair and drop or toss as high above you as possible.

This is a good craft for old prospector stories, *Brighty of the Grand Canyon*, etc. A simple face change can give you a jackrabbit, cottontail, or what-have-you instead.

Procedure:

1. Color mule. (Hint: in the drawing you are actually looking at the back of the mule's ears. It is easier to color the front of the ears after cutting out the shape.)
2. Cut out along outline of drawing. Also, cut along center line between ears down to dotted line. Finish coloring if necessary.
3. Fold one ear forward and one ear backward along dotted line.
4. Fold dotted lines on back of head so that the two halves of the face come together.
5. Fold tab under.
6. Align face halves and fasten with transparent tape.





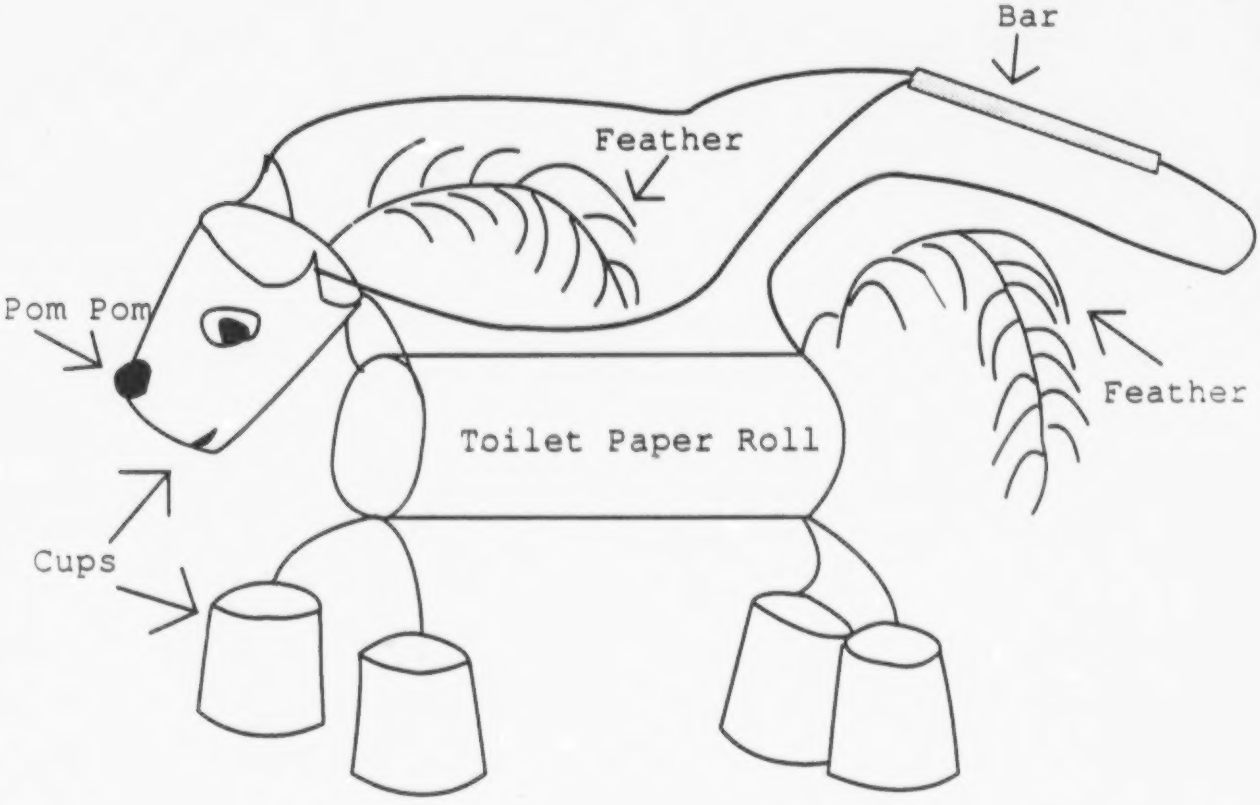
Horse Marionette [*]

Materials:

5 small paper cups (approximately 1 ounce) for the 4 feet and head.
2 feathers--1 for tail; 1 for mane.
1 toilet tissue roll for body.
1 long chenille pipe cleaner cut in 3 pieces used to attach cups to tissue tube.
String -- attach to head and tail end of horse and to ends of bar to manipulate.
Bar to manipulate marionette--this can be made from a stick, dowel, etc.
1 small chenille pom for nose.
Felt scraps for ears or saddle and other details (optional).

Procedure:

See diagram.



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[*] Contributed by Marilynn Pitman, Mesa Public Library

Comfort Creature

Children can put their comfort creature on their arm and it will "crawl" when petted. For young children, pieces can be precut; older children can cut their own pieces from the pattern.

Materials:

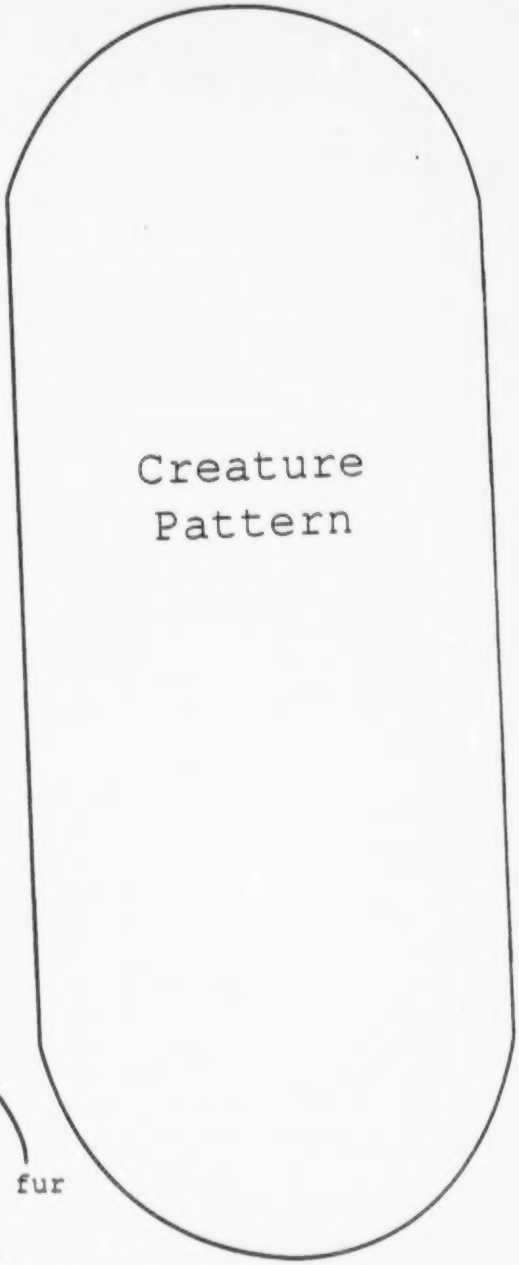
- Creature pattern
- felt marker
- glue
- black felt
- small pom-poms
- poster board
- scissors
- red or pink felt
- synthetic fur
- small wiggle eyes.

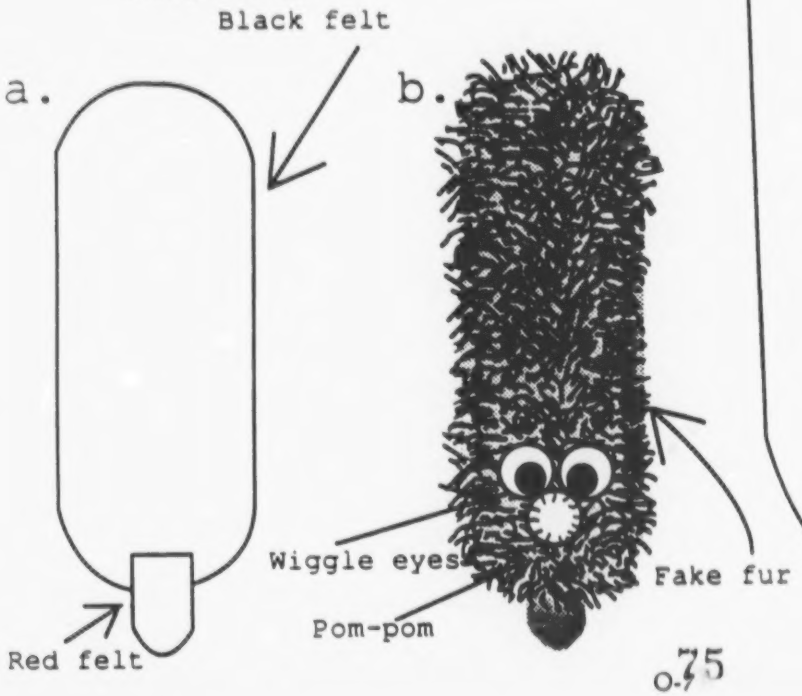
Procedure:

1. Trace pattern onto poster board and cut out. Use the poster board pattern to trace onto fur and black felt.
2. Cut small red or pink felt rectangles for tongue.
3. Glue fur to black felt.
4. Glue wiggle eyes and pom-poms to fur piece.

Alternatives:

Comfort creature can be changed into a typical Arizona animal such as kangaroo rat, black bear, javelina, or ringtail cat simply by changing ears, adding tails, etc.





ADDITIONAL CRAFTS

Salt Painting

Salt painting has something of the appearance of the traditional Native American sand paintings of the Southwest.

Basically salt painting involves coating a sheet of clear contact paper with salt, placing this sheet over a drawing you wish to copy, and then tracing the original drawing onto the salt sheet with poster paints.

Materials:

- clear contact paper
- salt
- poster paint
- tacks
- fine brush
- corrugated cardboard

Procedure:

1. Select picture to be copied (large, simple outlines are best--especially for the novice).
2. Lay picture on corrugated cardboard backing.
3. Cut sheet of clear contact paper large enough to cover original picture (or that portion to be copied).
4. Sprinkle salt liberally over sticky side of contact paper; paper should be completely covered. Shake off excess salt (save for other paintings).
5. Lay contact paper salt-side-up on top of original picture. Fasten both firmly to cardboard with tacks to keep them from shifting while tracing. Picture should be clearly visible through the salt sheet.
6. Copy original picture by tracing on salt sheet with poster paint. Short strokes or dabbing work better than long strokes which tend to dislodge the salt grains. Salt also dissolves if paint is too liquid, so keep paint very thick.
7. When painting is completed, slip original drawing out from underneath. This may be replaced with a plain white sheet; the white background will provide enough contrast for the painting to stand out clearly.

Alternatives:

A. The salt may be replaced with very fine sand which has been carefully washed and dried. Follow procedure above.

B. Use corn meal which has been colored with dry tempera paint. Color picture by carefully sprinkling dry mixtures on sticky side of contact paper.

Printing Fun

Children can print their own picture or design using plastic foam trays.

Materials:

- scissors
- tempera paint
- paper.
- dull pencil
- paintbrush

Procedure:

1. Cut off the edges of the tray so it is flat.
2. With a dull pencil, make a deep groove in the tray every place you want the paper to show in your design.
3. Using the paintbrush, cover the tray lightly with paint. Do not let much paint get into the grooves.
4. Carefully lay a piece of paper on the painted tray. Gently smooth it several times with your hand. Don't let the paper slide.
5. Lift off the paper and you will see the paint.
6. Four or five prints should be able to be made before more paint has to be added.

Food Coloring Fireworks

A fun craft for children of all ages. Perfect craft for the Fourth of July.

Materials:

- Newspapers
- food coloring
- white paper or construction paper
- plastic drinking straw.

Procedure:

1. Cover the work surface with newspaper. Place white paper on the newspaper and put a large drop of food coloring in the center of the white paper.
2. Holding one end of the straw above the drop of coloring, blow through the other end of the straw. The strength of the blow determines how far and how fast the drop of coloring moves. Add other color drops and blow again.

Snakes and Cactus

Bottlecap Rattler

Materials:

A piece of wire the length of snake's body, head, and rattle enough bottlecaps to cover all of the wire (approximately 70 twist-off bottle caps to make a 30" snake body--or use pry-off bottlecaps)
clay for head
red paper for a forked tongue
6 or 7 buttons for a rattle
hammer and nail

Procedure:

1. Make a hole through the center of the top of each bottlecap with the hammer and nail.

2. Put the bottlecaps on the wire. Leave some wire uncovered at each end.

3. Put the buttons ("rattle") on the snake's tail. Make a small loop in the end of the wire to hold the buttons on.

4. Make a larger loop in the wire at the other end. Cover the wire loop with a ball of clay. Then shape the clay to look like a snake's head.

5. Make a forked tongue from red paper and stick it into the snake's head.

Clay Cactus

Materials:

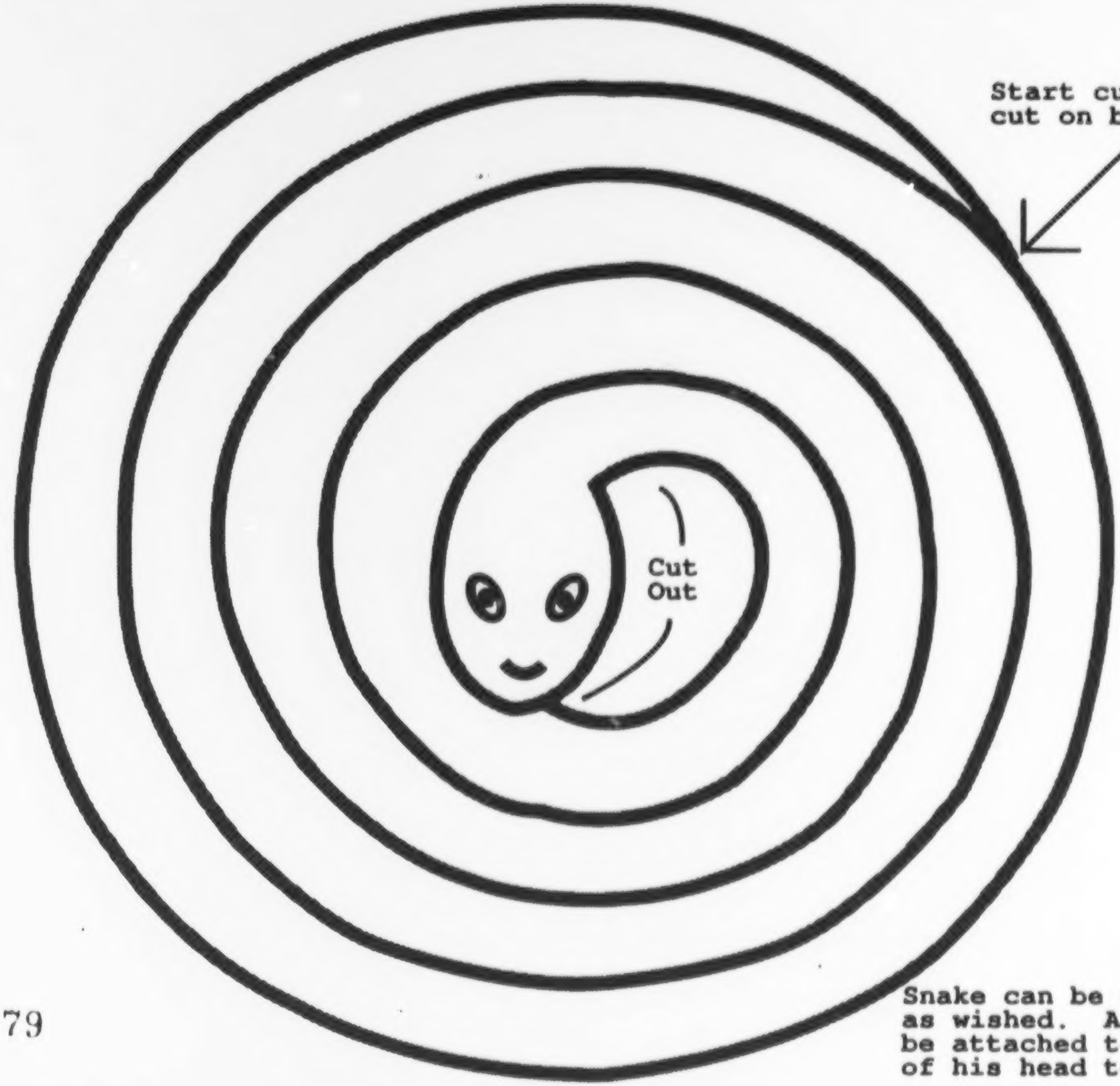
air-drying clay
paint
toothpicks, broken in half

Procedure:

Shape clay into cactus
Paint
Use broken toothpicks as thorns

Option:

Make small flat cactus and stick a little magnet on the back of each one to make note magnets.)



Start cutting here--
cut on black lines.

Snake can be decorated as wished. A string can be attached to the center of his head to hang him.

Sponge Prints

Materials:

sponges
paper
tempera paint

Procedure:

1. Buy either pre-formed shapes (cactus, coyote, clouds) or cut some from foam sponges to make prints with tempera paints on paper.

2. Put paints in dishes, dip sponges in and stamp paper.

3. You can use the paper for a southwest scene, wrapping paper, wall paper, book covers or bookmarks, etc.

Indian Rattles

Materials:

toilet paper rolls
dried beans, rice, small gravel, etc.
rubber bands
paint, markers, crayons
popsicle sticks
wax paper or construction paper

Procedure:

1. Decorate the toilet paper roll (can also use glitter, feathers).

2. Cover one end of the roll with a small square of wax paper or construction paper and attach with a rubber band.

3. Put a few beans into the roll and cover the other end in the same way.

4. A popsicle stick may be attached for a handle.

Artifacts

Materials:

broken pieces of terra cotta flower pots
black or white paint

Procedure:

1. Have the children paint various "Indian designs" in white or black paint. The pieces could be their own "artifacts."

Kachinas

Materials:

- toilet paper rolls
- beads
- book on kachinas
- glue
- scissors
- sequins, glitter, etc.
- buttons
- water colors or poster paint
- feathers
- eyes made of felt
- brightly-colored yarn

Procedure:

1. Child paints toilet paper roll in one or two colors and lets paint dry.
2. Glue feathers, eyes, yarn, other markings, etc. onto roll to simulate a kachina. Paper feet can also be added.

Options:

Use a wooden clothespin with a "head" rather than a toilet paper roll to make the kachina body.

Although not strictly Southwestern, paper towel rolls can be decorated in a similar manner to make larger totem poles--or bigger kachinas.

Cascarones

Materials:

- newspapers
- glue/tape
- colored tissue paper
- glitter/markers/paint, etc.
- "blown out" eggshells, whole (egg contents blown out of one small hole)

Procedure:

Roll a sheet of newspaper into a small cone shape and tape together. Confetti can be put in the shell through a small hole in the shell's bottom. The hole can be sealed with tape. Glue the eggshell into the round end of the cone. The eggshell may be decorated with paint, markers, etc. Decorate the cone with fringes made from colored tissue paper. Streamers of colored tissue paper can be attached to the cone's bottom. Later, the eggshell can be broken on someone's head.

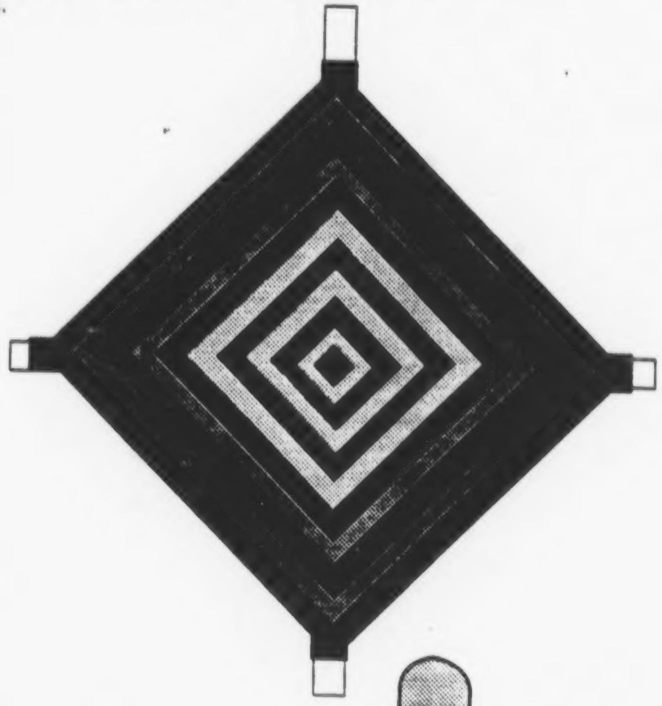
Ojos de Dios—God's Eyes

Materials:

- various colors of yarn
- glue or double-sided tape
- popsicle sticks or sticks (2 per god's eye)

Procedure:

1. Place the sticks so they cross in the middle and glue or tape together.
2. Tie a piece of yarn to one stick, then continue weaving by wrapping the yarn around each stick one and a half turns. Go to the next stick as though it was a wheel.
3. New colors of yarn can be added by simply tying off the old color and tying on the new. Yarn tassels can be added to the end of the sticks.



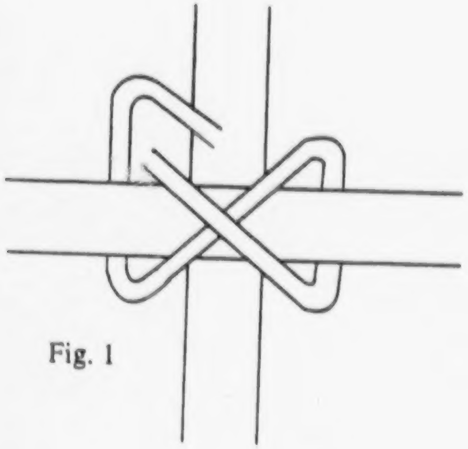


Fig. 1

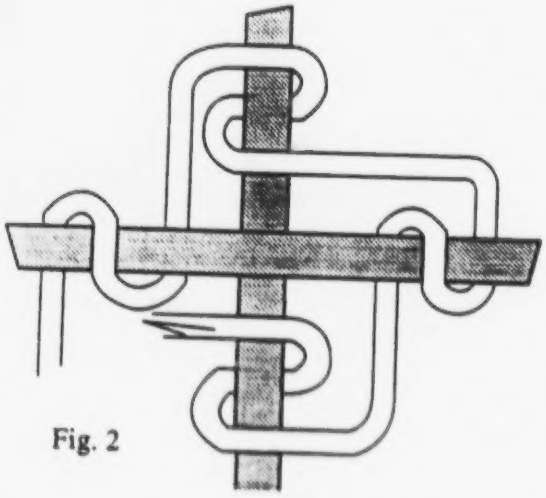


Fig. 2

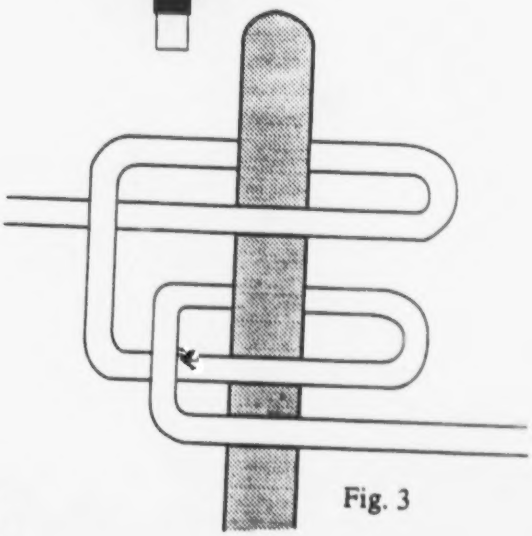


Fig. 3

MEXICAN INFLUENCE IN ARIZONA*

Serapes

Materials:

four-piece sections of plain heavy-duty paper towels
markers, crayons, paint, etc.
safety pins
tape

Procedure:

1. Tape all the perforations so they won't come apart.
2. Cut fringes at each end.
3. Have the children decorate the towels.
4. Wear "serapes" draped over one shoulder or fasten around shoulders with a safety pin.

Castanets

Materials:

cardboard squares
glue
2 bottle caps per child

Procedure:

1. Cut a rectangular piece of cardboard big enough to use for gluing two bottle caps.
2. Fold the cardboard in half so bottle caps can click together.

Maracas

Materials:

dried beans and/or rice
tape
paper bags or paper cups (2 per child)
streamers, paint, glitter, etc.

Procedure:

1. Put dried beans in lunch sack, tape shut, and decorate.
2. Put dried beans in paper cup; take another cup, tape rims of cups together; decorate.

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* Ideas from Totline November/December 1985, May/June 1989.

Piñatas

Materials:

- toilet paper roll
- glitter
- paint
- various colors of tissue paper
- yarn
- markers, etc.

Procedure:

Color the roll and decorate it with fringed tissue paper, glitter, etc. The ends can be sealed with tissue paper and streamers can be attached. A yarn loop is useful for hanging. A few pieces of candy can be put in the roll, but this will not break like a real piñata.

Option:

A paper bag can be used as the container. Roll the edge down once or twice to make a sturdy band, attach yarn or string, and hang the piñata. It can be decorated in many different ways. It it is filled with treats, this bag will probably break if hit with a stick.

ARIZONA'S TREES*

Pine Cone Art

Materials:

pine cones
paint
glue
construction paper
plastic eyes, pipe cleaners
buttons, feathers

Procedure:

1. Pull pine cones apart to make "scales" for younger children to paint and glue to fish, bird, or flower outlines. The unpainted scales can be used as tree trunks or roof shingles.

2. Older children can use whole pine cones to make animals or imaginary creatures.

Palm Trees

Materials:

toilet tissue rolls
poster paint
markers
paper plates

Procedure:

1. Paint toilet tissue rolls brown and cut a 1.5 inch slash in opposite sides of one end.

2. Paint one side of a paper plate green.

3. When everything is dry, fold in half with paint side out and insert in slits in tissue roll, curved side up. Felt markers can be used to make detail of palm frond when paint is dry.

"Arizona" Christmas Tree

Materials:

pine cones
lids from jars
glitter
plaster of Paris
green spray paint
beads (to be Christmas bulbs)

Procedure:

1. Child chooses pine cone. Adult mixes plaster of Paris.

2. Child pours small amount of plaster into jar lid. Adult spray paints the pine cone.

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* Ideas from Totline May/June 1989, July/August 1989, November/December 1989

3. Pine cone is inserted upright into plaster, which is allowed to dry completely.

4. Child is allowed to select their color of glitter and beads to decorate their tree.

Mosaics

Materials:

colored paper scraps	various seeds, dried beans
construction paper or cardboard	glue

Procedure:

Draw a picture related to the theme of "Arizona" onto a large sheet of construction paper or cardboard. The children then glue either small paper scraps or seeds and beans to fill in the picture.

Paper Beads

Materials:

colored magazine pages	toothpicks
glue	scissors
yarn or thread	

Procedure:

Cut out three-inch triangles from colored magazine pages. The triangle should have approximately a one-inch base. Cover one side of every triangle with glue. Each triangle is rolled tightly over a toothpick, starting at the base. Paste the tip of the triangle down, remove the toothpick, and a bead is made. The beads can be strung on string or yarn to make necklaces, bracelets, headbands, etc. Also, different shapes of pasta and real beads can be mixed in with the paper beads.

BIBLIOGRAPHIES
BOOKS

PICTURE BOOKS/BEGINNING TO READ

Baker, Betty. *Latki And The Lightning Lizard*. Macmillan Publishers, 1979. **Gr. K & Up.**
A resourceful young girl rescues her older sister from the magical Lightning Lizard with the aid of an eagle, a lion, and an ant.

Baker, Betty. *Rat Is Dead And Ant Is Sad*. Harper & Row, 1981. **Gr. K - 3.**
A cumulative tale of the events occuring after Ant mistakenly announces that Rat is dead.

Baylor, Byrd. *Desert Voices*. Charles Scribner's Sons, 1981. **Gr. K & Up.**
Desert inhabitants describe the beauty of their home.

Baylor, Byrd. *Everybody Needs A Rock*. Scribner, 1974. **Gr. K - 3.**
Why everybody needs a rock and "rules" for rock hounds.

Blood, Charles L. *The Goat In The Rug*. Four Winds, 1976. **Gr. K - 3.**
Geraldine, a goat, describes each step as she and her Navajo friend make a rug, from the hair clippings and carding to the dyeing and actual weaving.

Bunting, Eva. *Happy Birthday Dear Duck*. Clarion Books, 1988. **Gr. K - 3.**
Duck's birthday gifts from his animal friends are wonderful but cannot be used away from the water, a problem eventually solved by the arrival of his last gift.

Caraway, Margaret K. *The Old Hogan*. Mesa Verde Pr., 1986. **Gr. PS - 4.**
The hogan is more than just a house to the Navajo people. It is mother earth nurturing the family.

Castellanos, Jane. *Something New For Taco*. Golden Gate Jr. Books, 1965. **Gr. K - 3**
A day in the life of Taco, a desert tortoise.

DeGrazia, Ted. *The Apache Indians And Myths Of The Chiricahua Apaches*. Degrazia Gallery of the Sun, 1976. **Gr. K & Up.**
Christmas to DeGrazia "is a season when the Arizona desert becomes a fantastic fantasy"--and he tells why with beautiful color illustrations and simple text.

Feague, Mildred H. *The Little Indian And The Angel*. Children's Press, 1970. **Gr. K - 2.**
A little Indian boy with a special friend.

Freschet, Berniece. *Lizard Lying In The Sun*. Charles Scribner's Sons, 1975. **Gr. K - 3.**
A good nature story of a lizard.

Greenlee, Donna. *The Navajo Design Book*. Fun Publishing Company, 1986. **Gr. PS & Up.**
Navajos are intelligent and creative people. This is shown in their handsome and well executed arts and crafts.

Greenlee, Donna. *The Navajo Indian Book*. Fun Publishing Company, 1975. **Gr. K & Up.**
History and life style of the Navajo Indians.

Hilliard, Susan E. *Simon The Snake.* Children's Press, 1984. **Gr. K - 3.**
Simon the Snake proved what a good friend he was to the desert animals.

Hooker, Ruth. *Matthew The Cowboy.* Albert Whitman, 1990. **Gr. K - 3.**
A birthday gift of a new cowboy suit is a dream come true for an imaginative little boy.

Jernigan, Gisela. *Agave Blooms Just Once.* Harbinger House, Inc. 1989. **Gr. K -3.**
Illustrated verses present plants and animals of the desert from A to Z.

Jernigan, Gisela. *One Green Mesquite Tree.* Harbinger House, Inc., 1988. **Gr. K - 1.**
Preschoolers will delight in learning to count with these ten scenes of desert plants and animals.

John, Naomi. *Roadrunner.* Dutton, 1980. **Gr. K - 3.**
Describes the activities of one day, from dawn to dusk, in the life of a roadrunner living in the desert.

Keats, Ezra Jack. *Clementina's Cactus.* Viking Press, 1982. **Gr. K - 3.**
Clementina discovers a delightful surprise deep inside the prickly skin of the cactus. Wordless.

Khalsa, Dayal Kaur. *Cowboy Dreams.* Clarkson N. Potter, Inc., 1990. **Gr. K - 3.**
Captures a city child's vision of the Wild West.

Martin, Bill. *Knots On A Counting Rope.* Henry Holt, and Company, 1987. **Gr. K & Up.**
Boy-Strength-of-Blue-Horses and his grandfather reminisce about the young boy's birth, his first horse, and an exciting horse race.

Miller, Edna. *Jumping Bean.* Prentice-Hall, Inc., 1979. **Gr. K - 3.**
Many animals wonder at the bean that jumps. In time the secret is revealed.

Miller, Edna. *Mousekin Takes A Trip.* Prentice-Hall, Inc., 1976. **Gr. K - 3.**
While searching for food in a house on wheels, a white-footed mouse takes an unexpected trip to the desert and sees some unusual sights.

Miller, Edna. *Pebbles, A Pack Rat.* Prentice-Hall, Inc., 1976. **Gr. K - 3.**
A pack rat who finds refuge from the scarecrow frightens the local children when the scarecrow begins creaking.

Moroney, Lynn. *Baby Rattlesnake.* Children's Book Press, 1989. **Gr. K - 3.**
A baby rattlesnake is insistent that his parents allow him to have a rattle before he is old enough--even though they realize that it will probably get him in trouble.

Pearce, Q. L. & W. J. *In The Desert.* Silver Burdett Press, 1990. **Gr. K - 3.**
Desert dwellers are introduced to preschoolers in a unique seek and find approach that helps young readers observe the natural world.

Reese, Bob. *The Critter Race.* Children's Press. 1981. **Gr. K - 3.**
The desert animals have a race for fun.

Reese, Bob. *Albert And Kaibab.* Arco Publishers, 1987. **Gr. K - 3.**
Albert the squirrel, with his reddish brown tail, got a ride from the South Rim to the North Rim where he met Kaibab, who had a white tail.

Reese, Bob. *Coco's Berry Party.* Arco Publishers. 1987. Gr. K - 3.
Coco is a Cacomistle, a racoon like animal that feeds on rodents, insects and fruit.

Reese, Bob. *Huzzard Buzzard.* Children's Press, 1981. Gr. K - 3.
The desert animals and plants try to help Huzzard Buzzard fly.

Reese, Bob. *Lactus Cactus.* Children's Press, 1981. Gr. K - 3.
A cactus gains a new appreciation of desert roses.

Reese, Bob. *Raven's Roost.* Arco Publishers, 1987. Gr. K - 3.
The Raven is a dark-colored highly intelligent bird that is part of the crow family.

Reese, Bob. *Scary Larry Meets Big Willie.* Children's Press, 1983. G. K - 3.
Tired of being terrorized by Scary Larry, the Tarantula, the grasshoppers "create" Big Willie in their defense.

Reese, Bob. *Scary Larry & The Very Hairy Tarantula.* Children's Press, 1981. Gr. K - 3.
Papa Grasshopper attempts to protect the other grasshoppers from a scary, hairy tarantula.

Reese, Bob. *Slitherfoot.* Arco Publishers, 1987. Gr. K - 3.
At the bottom of the Grand Canyon is found the world's only "pink" rattlesnake (Slitherfoot.) The snake has adapted itself to the canyon's pink color for it's own protection.

Reese, Bob. *Surefoot.* Arco Publishers, 1987. Gr. K - 3.
Surefoot learns what a mule should and should not do.

Reese, Bob. *Wild Turkey Run.* Arco Publishers, 1987. Gr. K - 3.
At the Grand Canyon the Wild Turkey is found living in the Kaibab forest on the North Rim.

Schroeder, Russell K. *The Road Runner: A Very Scary Lesson.* Golden Press, 1975. Gr. K - 3.
Papa Road Runner makes certain that his children learn about the tricks coyotes play.

Sharmat, Mitchell. *Reddy Rattler And Easy Eagle.* Doubleday & Company, Inc., 1979. Gr. K - 3.
An amusing tale of two friends and how Reddy Rattler got the job of rattle shaker in Craig Coyote's new band.

Stadler, John. *The Ballad Of Wilbura and the Moose.* Warner Juvenile Books, 1989. Gr. K - 3.
A cowboy fond of lime juice and a big blue moose work their way through a version of the Wild West where rustlers steal pigs and the dealer in your card game may be a crocodile.

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A bond of love grows between the young Navajo and the white shell colt as each struggles toward maturity.

Armer, Laura. *Waterless Mountain.* David McKay Company, Inc., 1959. Gr. 4 - 6.
Waterless Mountain is a sincere and beautiful story of a present-day Navajo Indian boy, full of imagination and poetry and the dignity of his race.

Armstrong, Nancy. *Navajo Long Walk.* Council on Indian Education, 1983. Gr. 4 - 9.
Navajo boy and family struggle to survive as Navajo tribe is moved.

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Legend says that it is a good sign when pieces of the sky fall. When Indian children find the stones.

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Children discover treasure while trapped in a cave while visiting an Arizona ranch.

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Humorous story of an independent young girl in an Arizona mining town.

Baker, Olaf. *Where the Buffaloes Begin.* F. Warne, 1981. Gr. 4 - 6.
After hearing the legend retold by the tribe's oldest member, Little Wolf hopes to someday witness the beginning of the buffaloes at the sacred lake.

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Introduction to Southwest Indian petroglyphs and prehistoric way of life suggested by them.

Baylor, Byrd. *Hawk, I'm You're Brother.* Scribner, 1976. Gr. 4 - 5.
Rudy steals a baby redtail hawk and adopts it as a brother, hoping to share it's ability to fly.

Beatty, Patricia. *Red Rock Over the River.* Morrow & Company, 1973. Gr. 4 & Up.
The story relates the experiences that befall a motherless sister and brother who accompany their father in 1881 to Fort Yuma, a remote Army post on the border between Arizona Territory and California.

Beebe, B. F. *Run, Light Buck, Run!* McKay, 1962. Gr. 4 - 6.
The adventurous life of a lone pronghorn and a man on Arizona' Paria Plateau.

Benedict, Rex. *Good Luck, Arizona Man.* Pantheon, 1972. Gr. 3 & Up.
A half-white Apache boy sets out to solve the mystery of his own origins and the hiding place of a treasure.

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Kwantu came to his uncle's aid so the uncle's kachina dolls would be ready for the holiday.

Bird, E. J. *Ten Tall Tales*. Carolrhoda Books, 1984. Gr. 4 & Up.
Mr. Bird presents ten western tall tales that he has heard throughout his life, some of them his own.

Brenner, Barbara. *Lizard Tails & Cactus Spines*. Harper and Row, 1975. Gr. 4 & Up.
The best thing to happen to a lizard lover is to spend the summer in Arizona.

Buff, Mary. *Hah-Nee Of The Cliff Dwellers*. Houghton, 1956. Gr. 4 - 6.
The story of an Indian Boy and his family, forced by the superstition and fear around them to creep silently away from their beloved home to begin a new life in the distant land of the Great River.

Clark, Ann Nolan. *The Desert People*. Viking Press, 1962. Gr. 4 & Up.
In rhythmic prose a "young Indian of the Southwest tells of his home and his life style."

Clark, Ann Nolan. *Medicine Man's Daughter*. Farrar, & Giroux, 1963. Gr. 5 & Up.
Under her father's guidance, Tall Girl, was learning to become a medicine woman.

Clymer, Eleanor. *The Spider, The Cave And The Pottery Bowl*. Atheneum, 1971. Gr. 4 - 6.
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Denzel, Justin F. *Black Kettle: King of the Wild Horses*. Garraed, 1974. Gr. 4 - 6.
Story of an Indian Chief.

Dernik, Mary C. *Visiting London Bridge In America*. Wise Owl Books, 1983. Gr. 3 & Up.
Interesting facts about the London Bridge in Lake Havasu City, Arizona.

Emery, Carolyn. *Horny*. Oddo Publishing Company, 1960. Gr. 4 - 6.
Describes the life of a horny toad in the desert.

Embry, Margaret. *Shadi*. Holiday, 1971. Gr. 4 - 6.
Emma, the oldest child in a large Navajo family, feels solely responsible for the welfare of her brothers and sisters.

English, James W. *Tops In Troop 10*. Macmillan, 1966. Gr. 5 - 8.
The Tailbone Patrol preferred loafing to work, but they have the honor of Phoenix's Troop 10 to uphold.

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Stranded in the desert, Paul and his family find refuge at a trading post on a Navajo reservation.

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Young Navajo returns to the family hogan for the summer and wins his Indian name... but not by an act of bravery, but one of care and concern.

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Because of their startling discovery, two Indian girls ensure the success of the saguaro harvest celebration.

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A little Navajo girl participates in the traditional Night Chant ceremony.

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A young Navajo boy must find a way of showing his uncle he was cheated by a relative without appearing critical or starting a family dispute.

Gray, Genevieve. *Tall Singer.* EMC, 1975. Gr. 4 - 6.
Andy's longing to return to the reservation and become a medicine man like his great-grandfather results in his finding a way to help his family and ailing mother in their new house in Tucson.

Highwater, Jamake. *Legend Days.* Harper & Row, 1984. Gr. 4 & Up.
Abandoned in the wilderness after smallpox devastates her tribe, eleven-year old Amana acquires from Grandfather Fox a warrior's courage and a hunter's prowess, gifts that sustain her as she watches the progressive disintigration of her people.

Hoffman, Virginia. *Lucy Learns To Weave.* Navajo Curr, 1974. Gr. 4 - 6.
Lucy feels the reward of weaving her first blanket.

Hayes, Joe. *The Checker Playing Hound.* A Mariposa Book, 1986. Gr. 4 & Up.
Tall tales from a Southwestern storyteller.

Hillerman, Tony. *The Boy Who Made Dragonfly.* University of New Mexico Press, 1972. Gr. 4 & Up.
Retells a Zuni myth in which a young boy and his sister gain the wisdom that makes them leaders of their people through the intercession of a dragonfly.

James, Harry Clebourne. *A Day With Honau, A Hopi Indian Boy.* Melmont, 1957. Gr. 4 - 6.
Hopi Indians -- Fiction.

Kreischner, Elsie. *Navajo Magic Of Hunting.* Council of Indian Education, 1988. Gr. 4 - 10.
Boy's first hunt poem.

Miles, Miska. *Annie And The Old One.* Little Brown, 1971. Gr. 4 - 6.
A simple tale of Navajo family life and the efforts of a young girl to postpone the death of her beloved grandmother.

Miner, Jane Claypool. *Navajo Victory: Being A Native American.* Crestwood House, 1982. Gr. 4 - 6.
Sent by his tribe to Los Angeles to get more schooling, a young Navajo finds it difficult to adjust to the initial hospitality of his new environment.

Newcomb, Franc Johnson. *Navajo Bird Tales.* The Theosophical Publishing House, 1970. Gr. 4 & Up.
Navajo folk tales as told by the old medicine man, Hosteen Clah Chee, to Keedah, the shepherd boy, and his companions.

O'Dell, Scott. *Sing Down The Moon.* Houghton, 1970. Gr. 4 - 6.
A young Navajo girl recounts her tribe's forced march to Fort Sumner as prisoners of the white soldiers.

Schellie, Don. *Me, Cholay & Company: Apache Warriors.* Four Winds, 1973. Gr. 4 - 6.
With the help of a 13-year-old Apache, a 17-year-old boy leads a small band of Apache children across fifty miles of Arizona desert.

Sharmat, Marjorie Weinman. *Gila Monsters Meet You At The Airport.* Macmillan, 1980. **Gr. 4 - 6.**
A New York City boy's preconceived ideas of life in the West make him very apprehensive about the family's move there.

Smith, Theresa Kalab. *Wiki Or Walpi.* Steck-Vaughn Company, 1954. Gr. 4 - 5.
How Wiki and his father wandered with their sheep over the mesas constantly looking for places where the herbs grew, how he found them and became Big Medicine Man of his people makes an enchanting story.

Steptoe, John. *The Story Of Jumping Mouse.* Lothrop, Lee & Shephard Books, 1984. Gr. 4 - 6.
The gift of Magic Frog and his own hopeful and unselfish spirit bring Jumping Mouse finally to the far-off land where no mouse goes hungry.

Voight, Virginia F. *Red Blade And The Black Bear.* Dodd, 1973. **Gr. 4 - 6.**
The bond between an Indian boy and an orphaned bear cub grows stronger as each has a chance to save the life of the other.

Woolgar, Jack & Rudnicki, Barbara. *Hopi Mysteries.* Council of Indian Education, 1974. **Gr. 5 - 9.**
Exciting Hopi and Navajo mystery stories.

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Oren Arnold points the way to help understand and enjoy the pattern of life in this state.

Bank, Stanley. *Strange Creatures Of The Desert.* Contemporary Perspectives, Inc., 1982. **Gr. 4 & Up.**
Illustration and information on creatures of the desert.

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Gr. 4 - 6.
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Bender, Lionel. *Desert.* Franklin Watts, 1989. **Gr. 4 - 6.**
Illustrations and information on the Mohave Desert.

Blood, Charles L. *American Indian Games & Crafts.* Franklin Watts, 1981. Gr. 3 & Up.
Provides instructions for crafts projects and games which illustrate Indian culture.

Carpenter, John Allen. *Arizona.* Children's Press, 1979. **Gr. 4 & Up.**
Introduces the Grand Canyon state, it's history, famous citizens, and places of interest.

Catchpole, Clive. *Deserts.* Dial Books, 1983. **Gr. 4 - 6.**
Text and illustrations describe the unique characteristics and conditions of the desert, including the climate and the rich and varied plant and animal life.

Clark, Ann Nolan. *Arizona For Young People.* The University Publishing Company. Gr. 4 & Up.
Good information and illustration on the state of Arizona.

Cobb, Vicki. *This Place Is Dry!* Walker & Company, 1989. **Gr. 4 - 6.**
Surveys the living conditions in Arizona's Sonora Desert for the people and unusual animals that live there.

Doherty, Craig A. *The Apaches And Navajos.* Franklin Watts, 1989. Gr. 4 - 6.
Discusses the traditional daily life of the Apaches and Navajos.

Dutton, Bertha. *Myths & Legends Of The Indians Of The Southwest.* Bellerophon Books, 1979. **Gr. 4 & Up.**
Good illustrations and history of the Navajo, Pima and Apache.

Folsom, Dickerson, W. E. S. *Cliff Dwellers.* The Naylor Company, 1968. **Gr. 4 & Up.**
The multi-room citadels of the ancient cliff dwellers are a mystery and the marvel of the southwest.

Fowler, Carol. *Daisy Hooee Nampeyo.* Dillon Press, 1978. **Gr. 4 - 6.**
A biography of the Hopi Indian artist famous for her pottery, sculpture, and jewelry.

Fradin, Dennis D. *Arizona In Words And Pictures.* Chicago Press, 1980. **Gr. 4 - 6.**
Presents a brief history and description of the Grand Canyon State.

Goff, John S. *Arizona Constitution and Government.* Arizona Historical Society, 1987. **Gr. 4 & Up.**

Hook, Jason, *Geronimo: Last Renegade Of The Apache Chief.* Firebook Books, 1989. **Gr. 4 - 6.**
The detailed and highly informative story of the notorious Apache is accompanied by over thirty photographs, maps and line illustrations.

Hausman, Gerald. *Turtle Dream: Collected Stories.* Mariposa Publishers, 1989. **Gr. 4 & Up.**
Collection of stories from the Hopi, Pueblo, and Havasupai people.

Kirk, Ruth. *Desert Life.* Natural History Preservation, 1970. **Gr. 4 - 6.**
Beautiful photographs and simple text about the animal and plant life of the desert.

Lavine, Sigmund A. *Wonders Of Coyotes.* Dodd, Mead and Company, 1984. **Gr. 4 - 6.**
Discusses the physical characteristics, habits, and behavior of coyotes.

Love, Frank. *Arizona's Story.* Pruett Publishing Company, 1979. **Gr. 4 - 6.**
Presents a brief history of the Grand Canyon State focusing on the many people who influenced its development.

Pare, Madeline F. *Arizona Adventure: A History For Boys & Girls.* Arizona Historical Foundation, Tempe, 1972. **Gr. 4 & Up.**
Arizona Adventure is filled with interesting information about the way our people lived and met their problems.

Radlauer, Ruth Shaw. *Grand Canyon National Park.* Children's Press, 1984. **Gr. 4 - 6.**
Introduces the many enjoyments to be found in Grand Canyon National Park.

Rinard, Judith E. *Wonders Of The Desert World.* National Geographic Society, 1976. **Gr. 4 & Up.**
Text and illustrations describe the animals and plant life of the desert.

Russell, Solveig P. *Navajo Land.* Melmont Publishing, Inc. 1961. **Gr. 4 - 6.**
Text and illustrations describe the life of the Navajo people.

Siebert, Diane. *Mojave.* Thomas Y. Crowell, 1988. **Gr. 4 - 6.**
Evokes the land and animals of the Mohave Desert in poetic text and illustrations.

Smith, Gusse Thomas. *Birds Of The Southwestern Desert.* General Guides Book Company, 1984. **Gr. 4 & Up.**

Presents a brief history of the birds of the southwestern desert. Good illustrations.

Stan, Susan. *The Navajo.* Rourke Publishers, 1989. **Gr. 4 & Up.**
Examines the history, traditional lifestyle, and current situation of the Navajo Indians.

Steiner, Barbara A. *Biography Of A Kangaroo Rat.* G. P. Putnam's Sons, 1977. **Gr. 4 - 6.**
A kangaroo rat grows up, learns to live alone, and fights his natural enemies on the desert.
Stone, Lynn M. *Deserts.* Rourke Enterprises, Inc., 1989. **Gr. 4 & Up.**
Examines the desert as an ecological niche and describes the plant and animal life supported there.

Victor, Joan Berg. *Tarantulas.* Dodd, Mead & Company, 1979. **Gr. 4 - 6.**
Text and drawings focus on the senses, mating, young, molting, silk, and homes of the hairy, primitive spiders reputed to be very dangerous.

Waldman, Carl. *Atlas Of The North American Indian.* Facts on File Publishers, 1985. Gr. 4 & Up.
Excellent illustrations in this informational book.

Waldman, Carl. *Encyclopedia Of Native American Tribes.* Facts on File Publishers, 1988. Gr. **4 & Up.**
An alphabetical encyclopedia covering the history, culture, and present status of more than 150 Indian tribes of the U.S., Canada, and Mexico.

BIBLIOGRAPHIES
FILM/VIDEO

Directions for Ordering

All titles listed in this manual are summarized in the current *Film Catalog* or the Annual Update.

Age Levels

The titles listed have a designated age level. Some levels on the list have been revised. If, after using a film from the list, you feel that an age level is inaccurate, please notify the Film & Video Services staff, for future reference.

The Request Form

Summer, because of the Arizona Reading Program, is the busiest time at Film & Video Services. Since some libraries run a separate pre-school program along with their Summer Reading Program, please be realistic in your total film request. For the summer only, we suggest a program maximum of 15 minutes of film for preschoolers and 30 - 45 minutes of film for the Summer Reading Program. Certainly a one-time request for more than these time limits can be considered, but there are not enough films to do that for everyone, for all programs.

Librarians may request films by subject/theme or by title. Please be sure to specify the audience age level and the desired length of time for the film portion of your program. (We know how long our films are, how much time do you want?) This will mean better service if substitutions are necessary. Additional films are being evaluated and will be ordered. These will be used as substitutions, where subject/theme and age level permit.

Each participating library should include its summer film and video request on the enclosed form. Requests postmarked on or before April 27, 1991, will be confirmed by May 24, 1991. Do not use this form after June 8, 1991. Requests postmarked June 11, 1991, and after, will be considered as regular film requests and should be submitted on the regular film request forms, not the Summer Reading Program request form. You can fax your request to 255-4312.

RETURN FILMS IMMEDIATELY AFTER USING. FILMS ARE BOOKED VERY TIGHTLY OVER THE SUMMER, AND EVEN ONE DAY DELAY ON YOUR PART COULD PREVENT USE BY THE NEXT PATRON. PLEASE BE AS CONSIDERATE TOWARD OTHERS AS YOU WOULD WANT THEM TO BE TOWARD YOU.

If you have any questions, feel free to call Film & Video Services, 255-5844.

Theme: *READ ARIZONA*

TOPICS (As they deal with Arizona)

While not all of the programs listed below were actually filmed in Arizona, the subjects are applicable to our state. (Titles with an '*' are summarized in the **Annual Update 1990**; others in main **Catalog**.)

Title	Level	Minutes
Animals		
16mm		
Does It Ever Rain In The Desert	P, I	11
Eagle	P, I	22
*Gerbils**	P, I	11
How Big Were The Dinosaurs	P	13
The Mole In The Desert	T, P, I	7
Petey The Pelican	P, I	9
Ponies	I	15
Sheep, Sheep, Sheep	T, P, I	11
Animals At Home In The Desert	I, YA, A	23
Black Widow Spider	I, YA, A	11
Bluebirds...Bring Them Back	I, YA, A	20
The Cactus Wren	I, YA, A	10
Creatures Of The Sun	I, YA, A	24
*The Desert**	I, YA, A	15
The Desert Southwest	I, YA, A	15
Great Blue Heron Story	I, YA, A	20
Kingsnake Predation On Rattlesnakes	I, YA, A	9
Learning About Deer	I, YA, A	13
The Life Of The Honeybee	I, YA, A	24
Life Story Of The Hummingbird	I, YA, A	16
*Mules**	I, YA, A	25
On Silent Wings	I, YA, A	16
Osprey	I, YA, A	35
Predators Of The Desert	I, YA, A	22
Pupfish Of The Desert	I, YA, A	18
Roadrunner: Clown Of The Desert	I, YA, A	25
Seasons Of The Elk	I, YA, A	20
Sharp Eyes, Sharp Talons	I, YA, A	16
Snakes, Scorpions And Spiders	I, YA, A	15
Varda, The Peregrine Falcon	I, YA, A	25
The Voice Of The Desert	I, YA, A	22
Desert Ecology	YA, A	14
A Desert's Living Sands	YA, A	20
The Grand Canyon Chronicles	YA, A	49
The Wild Dog Family: The Coyote	YA, A	18
Life In Parched Lands	YA, A	30
A Day In The Desert	A	26
The Desert	A	28
A Desert Place	A	30
Ecology Of Plateaus	A	8
Saguaro	A	26
Bats	G	8
Bighorn	G	10
Bighorn!	G	52
The Chiricahuas	G	26
Greater Sandhill Crane Story	G	17
The Horse	G	11
Hummingbirds	G	25
Life Of The Bighorn Sheep	G	16
Meet The Grebes	G	20
Sleeping Bears	G	8

Some People Just Call It The Lake	G	15
Squeak, The Squirrel	G	10
The Swallowtail Butterfly	G	11
Two Little Owls	G	20

VHS

Desert Voices: A Reading By Byrd Baylor	P, I	13
Does It Ever Rain In The Desert	P, I	11
*Gila Monsters Meet You At The Airport**	P, I	28
*Creatures Of The Sun**	I, YA, A	24
*The Desert**	I, YA, A	15
*Desert Giant**	I, YA, A	28
Rattlesnakes (also 3/4")	I, YA, A	7
Black Bear In Arizona	YA, A	20
Elk in Arizona	YA, A	24
Spirits On The Wing	YA, A	32
Birds In Arizona (also 3/4")	G	18
The Chiricahuas	G	26
A Day On A Mountain (also 3/4")	G	27
Deer In Arizona (also 3/4")	G	24
Desert Neighbors	G	27
Javelina In Arizona (also 3/4")	G	14

Title	Level	Minutes
Plant Life		
16mm		
Does It Ever Rain In The Desert	P, I	11
The Voice Of The Desert	I, YA, A	22
Desert Ecology	YA, A	14
A Desert's Living Sands	YA, A	20
Life In Parched Lands	YA, A	30
A Day In The Desert	A	26
The Desert	A	28
A Desert Place	A	30
Saguaro	A	26
Cactus: Adaptations for Survival	G	14
Cactus: Profile Of A Plant	G	11
The Chiricahuas	G	26
Tumbleweed	G	15
VHS		
Does It Ever Rain In The Desert	P, I	11
*Desert Giant**	I, YA, A	28
The Chiricahuas	G	26
Desert Neighbors	G	27

Title	Level	Minutes
Adventure/History/Sports		
16mm		
*A Trip In A Hot Air Balloon**	P, I	14
*A Trip To The Farm**	T, P, I	14
*A Trip To The Zoo**	T, P, I	14

Water Safety: It's Elementary	P, I	12
Arizona Strip	I, YA, A	29
The Bawling Herds (b/w)	I, YA, A	27
Building The Grand Canyon Bridge	I, YA, A	17
The Hoover Dam Story	I, YA, A	28
Steamboats On The Colorado	I, YA, A	28
Vrooom!	I, YA, A	15
A Whopping Small Dinosaur	I, YA, A	27
Stone Forest	I, YA, A	17
Bellota: A Story Of Roundup	YA, A	34
California And The Southwest	YA, A	20
Dare The Wildest River	A	19
Indians In The Americas	A	16
Kayak	A	19
The Last Of The Westerners	A	25
On The Road In Arizona	A	5
Padre Kino, Explorer Of The Southwest	A	17
Solo	A	15
Southwest Indians Of Early American	A	14
Boy's Trip Into The Grand Canyon	G	15
Folksongs Of Western Settlement (1865-1900)	G	16
Great American Cowboy	G	48
In Search Of The Lost Dutchman Mine	G	24
Missions Of Old Arizona (b/w)	G	30
Remember Way Back When (b/w)	G	30
Shards Of The Ages (b/w)	G	27
Ski The Outer Limits	G	28
Sky Dive	G	15
The Tumbleweed Kid	G	14

VHS

Arizona Portrait...75 Years	I, YA, A	58
Arizona: The Road To Statehood	I, YA, A	90
Building The Grand Canyon Bridge...(also 3/4")	I, YA, A	17
History Television	I, YA, A	25
California And The Southwest	YA, A	20
Thieves Of Time (also 3/4")	A	29
Forgotten Frontier (also 3/4")	G	30
Memories Of An Earlier Arizona (b/w, also 3/4")	G	23

3/4" video

Indian Arts: Doodling On The Rocks	G	30

Title	Level	Minutes
Astronomy		
16mm		
Comets: Time Capsules of the Solar System	I, YA, A	13
Arizona And The Stars (b/w)	YA, A	30
New Eye For Kitt Peak	A	4

Title		Level	Minutes
Fantasy/Folklore			
	16mm		
Pecos Bill		I, YA	17
	VHS		
Coyote Stories (also 3/4")		P, I	18

Title		Level	Minutes
Special Populations			
	16mm		
The Legend Of The Boy And The Eagle		P, I	21
Nannabah's Friend		P, I	16
*Victor**		P, I	27
An Ancient Gift		I, YA, A	18
Apache Indian		I, YA, A	10
Indian Boy Of The Southwest		I	19
Miguel: Up From Puerto Rico		I, YA	15
Native American Myths		I, YA, A	24
Summer Of Johnson Holiday		I, YA, A	13
Yo Me Recuerdo (b/w)		I, YA, A	13
Angel and Big Joe		YA	27
Annie And The Old One		YA	15
The Black West		YA, A	30
DeGrazia		YA, A	29
Felipa - North Of The Border		YA	17
Hopi: Songs of the Fourth World		YA, A	58
Indian Artists Of The Southwest		YA, A	15
Mexican Dances, part I		YA, A	17
Mexican Dances, part II		YA, A	18
Mexico: The Land And The People		YA, A	24
Navajo Code Talkers		YA, A	28
Navajo Girl		YA	20
Papago Baskets: A Living Tradition		YA, A	16
Sacred Ground: Indian And The Land		YA, A	25
Sacred Ground: Indian Origin, ...		YA, A	25
Hohokam - At Peace With The Land		A	20
The Hopi Way		A	22
Southwest Indian Arts And Crafts		A	13
Villages In The Sky		A	21
Indian Crafts: Hopi, Navajo & Iroquois		A	11
Mexican-American Culture, Its Heritage		A	18
Mexican-Americans - The Invisible ...		A	38
Navajo Night Dances		A	11
Navajo Rain Chant		A	3
A Reservation For Recreation		A	15
Corn Is Life		G	19
Hang Your Hat On The Wind		G	48
*The Piñata Makers** (Eng. & Sp)		G	16
Shards Of The Ages (b/w)		G	27

VHS

Coyote Stories (also 3/4")	P, I	18
Charles Loloma (also 3/4")	YA, A	28
Grace Medicine Flower... (also 3/4")	YA, A	29
Papago Baskets: A Living Tradition	YA, A	16
R. C. Gorman (also 3/4")	YA, A	29
*My Country: A Navajo Boy's Story**	G	25
*The Piñata Makers** (Eng.)	G	16

3/4" video

Horse Selection	G	17

Title	Level	Minutes
Other, including general looks at the State		
16mm		
The Face Of The Earth	I, YA, A	12
Grand Canyon Of The Colorado	I, YA, A	18
Grand Canyon Suite	I, YA, A	15
The Great American Desert	I, YA, A	15
Life In The Past	I, YA, A	15
Living Waters Of The Colorado	I, YA, A	22
Rivers: Work Of Running Water	I, YA, A	22
*Rocks, Fossils & Earth History**	I, YA, A	17
60 Second Spot: Television Commercial	I, YA, A	25
Slim Green: Master Saddlemaker	I, YA, A	24
Spectacular Canyons	I, YA, A	17
What Is A Desert?	I, YA, A	13
Arizona And Water (b/w)	YA, A	27
Arizona: Land Of Contrasts (b/w)	YA, A	27
Cowboy Poets	YA, A	54
Geologic Time	YA, A	24
In The Beginning: The Grand Canyon Story	YA, A	28
Sunbelt City: Phoenix, Arizona	YA, A	20
The Uninvited: The Homeless of Phoenix	YA, A	28
Barry Goldwater's Arizona	A	55
Glen Canyon	A	29
Rapids Of The Colorado	A	15
Spirit Of America...Arizona	A	12
Amazing Arizona	G	28
The Blue Balloon	G	28
Monument Valley: Land Of The Navajo	G	17
Grand Canyon	G	29
A Place Of Being	G	12
River Song	G	40
Some People Just Call It The Lake	G	15
VHS		
The Great American Desert	I, YA, A	15
Cowboy Poets	YA, A	54
Grand Canyon	A	120
Arizona (Library and Encyclopaedia versions)	G	47
New Home For The London Bridge	G	15

Feature Film:

Brighty of the Grand Canyon	G	89

Film Request Form
Department of Library, Archives and Public Records

SUMMER READING PROGRAM 1991: FILM REQUEST FORM

P____________

BY ____________

DATE____________

FVS OFFICE USE ONLY

Return To:

State of Arizona
Department of Library, Archives & Public Records
Film & Video Services
3110 E. Roosevelt
Phoenix, AZ 85008
(602) 255-5844

Requests postmarked on or before 4/27/91 will be confirmed by 5/24/91
Do not use this form after June 8, 1991

BORROWING LIBRARY:____________________
DATE SUBMITTED:____________
CONTACT PERSON:________________PHONE:__________EXT:____

FILMS ARE TO BE RETURNED IMMEDIATELY AFTER LISTED SHOW DATE.

Show Date:		Theme or Title(s):	Audience Age Level:	Amount of Film Time You Want:
6/14/91		Titles: Paul Bunyan	I	About 15 min.
	or	Pecos Bill		
	or	Subject/Theme: Folklore		
		Titles:		
	or	Subject/Theme:		
		Titles:		
	or	Subject/Theme:		
		Titles:		

(Use Reverse Side if Necessary)

Summer Reading Program 1991 Film Request Form - Continued

Show Date:	Theme or Title(s):	Audience Age Level:	Film Time You Want:
	Titles:		
	or Subject/Theme:		
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	or Subject/Theme:		
	Titles:		

(This Form May Be Duplicated)

RESOURCE PEOPLE

☛Contact Person

Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon
Phoenix, AZ 85018
Telephone:

Description of Performance

Professional storyteller, I dress in costume and tell stories about Arizona in the Olden days. I research and write all my stories.

Fee Plus Mileage

Negotiable. Between $50 to $150 per hour depending on distance from my home and size of audience; out of town add travel expenses

Travel Range

Will travel, depends on my availability

Past Performances

I do schools, clubs, libraries, luncheons, banquets, conventions. Some recent performances: Arizona State Library Association, Lake Havasu, North Ranch Elementary School, Juniper Branch, Mesquite Branch, Acacia Branch (Phoenix Public Library System), Horseless Carriage Club (National Convention, Flagstaff).

☛Contact Person

Name: Judy Baily
Address: 909 East Brill Street
Phoenix, AZ 85006
Telephone:

Description of Performance

Live theatrical plays performed in existing schools on drug and alcohol and sexual abuse prevention

Fee Plus Mileage

$300 per day and $.24 per mile in Maricopa County; outside Maricopa County negotiable

Travel Range

Throughout Arizona from September through May

Past Performances

In the past six years we have reached over 200,000 school age children with our message on sexual, alcohol and drug abuse prevention

☛Contact Person

Name: Carolee Brockmann for Jay O'Callahan
Address: Artana Productions, Box 1054
Marshfield, MA 02050
Telephone: (617) 826-3606

Description of Performance

Adult-oriented or family programs (school age children) theatrical storytelling. Workshops for amateurs and professionals

Fee Plus Mileage

Community performance (90-120 minute program) $3,000 + expenses Workshops and block bookings negotiable

Travel Range

International

Past Performances

Lincoln Center, Regional Repertory Theatres, National Public Radio

☛Contact Person

Name: Cat Burdulis
Address: HCR Box 4351
Oracle, AZ 85623
Telephone: 896-9027

Description of Performance

Storytelling session for preschool to senior citizens, storytelling workshops for teachers and librarians, storytelling and lecture on mythology.

Fee Plus Mileage

$150-$350/day or performance, depending on block booking

Travel Range

Entire state and beyond (I ask for accommodations if I must spend the night).

Past Performances

1988 - 1989 Arizona State Library Association Storytelling Festivals, Phoenix, Scottsdale, Glendale, Tucson, Fort Huachuca, Yuma, Kearny public libraries, 1989 - Rocky Mountain Storytelling Festival

☛Contact Person

Name: Lisa R. Chow, Assistant Artistic Director and Company Manager
Address: P.O. Box 25332
Tempe, AZ 85282-5332
Telephone:

Description of Performance

Formal concerts, Mini-concerts, Lecture demonstrations, Special Children's Programs, Master Classes

Fee Plus Mileage

To be determined, based on number of services and distance

Travel Range

To be determined, based on number of services, time frame and accommodations

Past Performances

On many occasions Desert Dance Theatre has performed at Scottsdale Center for the Arts, at Phoenix Symphony Hall "People's Pops Concerts", collaborations with Childsplay (Children's Theatre), Lydia Torea Spanish Dance and more

☛Contact Person

Name: Susan Corl
Address: P.O. Box 898
Patagonia, AZ 85624
Telephone:

Description of Performance

Papermaking, bookbinding for children, calligraphy, quilting, Ukranian' egg decorating,everlasting floral craft, herblore, quilling (paper filigree), paper maché, tie-dye

Fee Plus Mileage

$25/hour, .20/mile

Travel Range

Flexible

Past Performances

Patagonia Public Library Summer Reading Program, 1988 - Nogales Very Special Arts Festival, Mesquite Grove Gallery - Winter Faire crafts for children 1989. I organized and taught the entire program

☛Contact Person

Name: DJ the clown
Address: P.O. Box 5752
Mesa AZ 85211
Telephone:

Description of Performance

Balloon Sculpting, Pocket Magic, Magic Shows, Face Painting, Balloon Bouquets, Balloon Decorating, Santa Claus, and more.

Fee Plus Mileage

Varies according to performance (longer distances mileage fee $.20 a mile).

Travel Range

Statewide

Past Performances

Private Birthday Parties, Company Picnics, Grand Openings, Special Events,Weddings and more, Arizona State Fair, Greyhound Financial Corporation, Glendale Public Libraries Summer Reading Programs, Make-a-Wish and more.

☛**Contact Person**

Name: Paul W. Estes
Address: 1822 North Dayton
Phoenix, AZ 85006
Telephone:

Description of Performance

Magic Show and/or Lecture/Demonstration of Principles, of Deception and/or Magic Workshop

Fee Plus Mileage

Minimum $75

Travel Range

Available Statewide

Past Performances

Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library

☛**Contact Person**

Name: Sargon Folio
Address: 2850 Kings Highway, West
Prescott Valley, AZ 86314
Telephone:

Description of Performance

Magician, juggling, comedy, brings over six trunks of magic tricks to work with.

Fee Plus Mileage

Single performance: Out of town $335; $.22 a mile

Travel Range

Anywhere

Past Performances

Phoenix Parks Department, University of Oregon, Scottsdale Art Walk, Tucson Art Faire, Tri City Mall, Phoenix YMCA Nursery School

☛**Contact Person**

Name: Dennis R. Freeman
Address: P.O. Box 1153
Chino Valley, AZ 86323
Telephone:

Description of Performance

Storytelling performance of Southwestern legends, personal narrative, and world folklore

Fee Plus Mileage

$400 per day for one to three performances in same day or one performance and one, two-hour workshop in same day

Travel Range
Southwest: Arizona, Colorado, New Mexico

Past Performances
Artist in Education, Artist in Arizona Towns for Arizona Commission on the Arts Museum of Northern Arizona, University of San Diego, Mohave Community College, High Sierra Storytelling Festival, Coconino Center for the Arts, Kerr Cultural Center

☛Contact Person
Name: Great Arizona Puppets (Nancy Smith)
Address: 3826 North 3rd Street
Phoenix, AZ 85012
Telephone:

Description of Performance
Puppet shows for both large and small audiences, workshops also available

Fee Plus Mileage
Negotiable

Travel Range
Arizona

Past Performances
Hundreds of performances in schools, libraries, art centers, child care centers, etc., including Navajo and Chinese Shadow Stories, Phoenix Public Libraries, Scottsdale Libraries, Trouble at Haunted Mountain, Three Little Pigs, Little Red Riding Hood, etc.

☛Contact Person
Name: Howard Gillmore
Address: 3355 West Durango Street
Phoenix, AZ 85009
Telephone:

Description of Performance
Slide programs on Park System

Fee Plus Mileage
No fees

Travel Range
Within County

Past Performances
Outstanding

☛Contact Person
Name: Cher Henry
Address: 2702 West Kiva
Mesa, AZ 85202
Telephone:

Description of Performance

Sign classes for beginners and intermediate, also, provide interpreting service in job interviews , doctor appointments, etc.

Fee Plus Mileage

Negotiable

Travel Range

Mesa, Tempe, Chandler

Past Performances

Various beginning and intermediate sign classes for Mesa Public Library, interpreting various high school and college classes for the past eight years.

☛**Contact Person**

Name: Judy Hostetler, West Valley Teller of Tales
Address: 7437 West Acoma Drive
Peoria, AZ 85345
Telephone: 979-4875

Description of Performance

Storytelling for all age groups K-adult, workshops for parents and teachers, workshops for children

Fee Plus Mileage

Depends on length of program and size of audience mileage for over 50 miles

Travel Range

All of Arizona

Past Performances

Workshops and storytelling for Cochise County libraries, storytelling in Glendale schools, Paradise Valley schools, Peoria schools, featured Teller at Arizona Storytelling Conference, 1988 and 1989

☛**Contact Person**

Name: Stephen Hotchner
Address: 3037 N. 81st Place
Scottsdale, AZ 85251
Telephone:

Description of Performance

Participation Theater - childrenplay roles, in seats as well as stage. Selections include "Peter Pan," "Treasure Island," "Snow White," "Cinderella," "Lion, Witch and the Wardrobe"

Fee Plus Mileage

In general $75 per program; length: 40 minutes; $.24 per mile

Travel Range

No restriction as long as host pays mileage and $40 per diem (if mileage over 50 miles)

Past Performances

Artist in Residence for Commission, Currently residency at Cactus Wren, See Arizona Commission on the Arts book for references, Library references: performed Scottsdale Library Civic Center, Carolyn Malhoyt 994-7051, Nogales Public Library Lilly Nusz, Rich D'Russo, Jill Detter 274-8076

☛Contact Person

Name: Rich Howard Orchestra Magic, Jugglin', Music
Address: 3502 North 81st Street
Scottsdale, AZ 85251
Telephone:

Description of Performance

Fast-paced children's entertainment with lots of audience participation

Fee Plus Mileage

$100 per show (outside Maricopa County add $50)

Travel Range

Entire state (depends on schedule)

Past Performances

Tolleson Public Library - summer 1988, 1989, Scottsdale Public Library (Main and Mustang Branch) 1988

☛Contact Person

Name: Mary J. Kelly
Address: 3014 S. Jentilly Lane
Tempe, AZ 85282
Telephone:

Description of Performance

Participation storytelling for children and adults stories from the past and present - African/American folktales

Fee Plus Mileage

$75 to $150 per hour. Workshop negotiable

Travel Range

Will consider in or out of State

Past Performances

Pace Program Tempe School District, Mesa Library, Phoenix School District #1, Many conferences and banquets throughout the Valley; church groups also

☛Contact Person

Name: Thom Lewis
Address: P.O. Box 3534
Tucson, AZ 85722
Telephone:

Description of Performance

Lecture & Demonstrations on dance for all ages
Workshops for children, adults
Creativity sessions for executives, managers

Fee Plus Mileage

Some services as low as $150 (on up to $500); Mileage $.22/mile

Travel Range

State of Arizona/Southern California/New Mexico

Past Performances

Workshop for teachers - AZ Community on the Arts, Conference September '89, Creativity Workshop Administrators, Mesa Department of Parks & Recreation, 1987, Goodwill Industries, 1986

☛Contact Person

Name: Ken Mikell
Address: 1285 Meadow Lane
Telephone: (602) 634-6464

Description of Performance

Western poetry, folklore, and music, Irish poetry folklore, and music, Christmas and holiday programs, Dust Bowl ballads

Fee Plus Mileage

$200 + $100 day travel expenses

Travel Range

Have guitar, will travel

Past Performances

Coconino Center for Arts (Nancy Black), Kerr Cultural Center, Desert Botanical Gardens, Prescott Folk Festival (Sharlot Hall Museum) AZ Storytellers Conference, AZ Cowboy Poetry Gathering (Performance Workshop)

☛Contact Person

Name: Aaron or Antonia Spector, Music Man, Ltd.
Address: P.O. Box 18132
Fountain Hills, AZ 85269-8132
Telephone: (602) 837-2546

Description of Performance

Music Festivals - large - several (100 or more performances), small - interactional groups (folk emphasis). Our company has several teachers with various background and entertainment/educational skills, includes some brochures and information. We also have artists who are employed with us who have excellent skills in the fine arts, dramatists.

Fee Plus Mileage

$100 per person average based on time/availability

Travel Range

Depends on availability/time

Past Performances

City of Scottsdale - Scottsdale Center for the Arts and Mustang Library, Fountain Hills Library Scottsdale Center for the Arts annual festivals, Mesa Youth Festival, Fountain Hills Great Fair

☛Contact Person

Name: Gloria Myers
Address: 2004 E. Irvington #132
Tucson AZ 85713
Telephone:

Description of Performance

Storytelling for children and adults audience participation with songs, chants, movement and acting

Fee Plus Mileage

$75 per session plus $.20 per mile outside of Tucson

Travel Range

Flexible

Past Performances

Summer Tour 1989: Lighthouse, L.H. Ott, and Mulchaey YMCA's Triangle, Y Day Camp, Ryan and Quinto Tucson Urban League Early Learning Centers, Tohono O'odham Education Center at Sells Jewish Geriatric Center, Casa de, los Ninos and City Arts Camp

☛Contact Person

Name: R. Carlos Nakai c/o Robert Doyle
Address: Canyon Records
4143 N. 16th Street, #4
Phoenix, AZ 850126
Telephone:

Description of Performance

Native American flutist, educator, composer

Fee Plus Mileage

$700/day + lodging

Travel Range

State of Arizona

Past Performances

Cornell University (9/89), Residency & performance Smithsonian Institution 10/88, Magic Flute Festival, Minneapolis (87) performance, (selected) Press kit, video available

☛**Contact Person**

Name: Russell Plylar, Music Director
Address: P.O. Box 37194
Phoenix, AZ 85069
Telephone: (602) 863-9165

Description of Performance

Community and Educational Concerts - Repertoire encompasses 400 years, concerts are innovate, entertaining, and thrill the audience educational and library concerts include: American Salute, Dinosaurs, Outer Space, Klassics for Kids

Fee Plus Mileage

$500-$1,500 fee for concert performances (educational - 2 back to back) $2.00 per mile

Travel Range

Throughout Southwest

Past Performances

Concerts in every town in Arizona affiliated with Arizona Commission on the Arts, concert series at Kerr Cultural Center, Scottsdale, Southwest Brass series in downtown Phoenix, Ethington Chamber series, Grand Canyon University, major performances at ASU and throughout Southwest, many grand openings and retirement community series.

☛**Contact Person**

Name: Lynn Roberts (Ace Clowns)
Address: P.O. Box 44999
Phoenix, AZ 85064
Telephone:

Description of Performance

A band of clowns playing instruments and singing, magic, juggling, clown gags and routines and costumed in full circus clown outfits. Band size 5 to 10 clowns

Fee Plus Mileage

A one hour show $125 per clown. Minimum 5 clowns up to 10. Mileage outside of Phoenix general area $.20 per mile per car

Travel Range

Have played Florida to California. Anywhere in Arizona

Past Performances

Hello Phoenix 5 times, Celebrate youth 5 times, Mayo Clinic grand opening, Arizona C.C. annual party, Paradise Valley Chamber of Commerce annual party, Phoenix Children's Hospital, Mesa Public Library, Scottsdale Public Library. The ACES Clown band is available by special grant to certain nonprofit organizations through the Phoenix Federation of Musicians. Call Lynn Roberts, (602) 956-5102 for more information

☛**Contact Person**

Name: "Fiddlin" Sol Rudnick
Address: 1119 N. 46th Street, Sp. 117
Phoenix, AZ 85008
Telephone: 275-6140

Description of Performance

For children programs: traditional fiddle music, accompanied by a guitarist/folk singer, various styles of traditional fiddlin' and related folk songs, fiddle playing as an important part of our American heritage, encourage the children to participate by clapping along, square/folk dance demonstration to the live music (if applicable), sing along, playing rythmn instruments, name the animals I imitate with the fiddle

Fee Plus Mileage

Local: (Phoenix metro area) single concert - $175; 2 concerts (same day) $225; 3 concerts (same day) $275, outside Phoenix metro area: single concert $275; 2 concerts (same day) $325; 3 concerts (same day) $375. The above rates will cover mileage, however, we may need extra compensation for accommodations if required to stay overnight. Please call if you need residency fees or any additional information.

Travel Range

Throughout Arizona

Past Performances

Eastern Arizona College Residency September 13, 14, 15 1989 - Jill Tindall (602) 428-4569, Phoenix Parks & Recreation (Children's Programs) - Lon Auston (602) 261-8443, (602) 932-9415, Avondale Public Library, July 1988 - Cheryl Solberg (602) 932-9415

☛**Contact Person**

Name: Barry Schor, magician
Address: 5118 E. Edgemont Avenue
Phoenix, AZ 85008
Telephone:

Description of Performance

Professional magician specializing in family entertainment. Teach magic to school age children, - one time 2 hour class designed for children ages 6 through 12, perform magic tricks in between teaching, also perform at parties, banquets, fund raisers, barmitzvahs, conventions, and hold magic workshops.

Fee Plus Mileage

Cost for each student is $4.00, cost of a library magic show is $200.00

Travel Range

Metropolitan area at present

Past Performances

Glendale Community College, Washington School district, Apache Junction Public Library, City of Chandler Public Library, City of Scottsdale Public Libraries, Jewish Community Center of Greater Phoenix, Group and Private lessons through Sun Magic Store, Phoenix, AZ

☛**Contact Person**

Name: Elaine Schumacher
Address: St. Joseph's Hospital and Medical Center Community Relations
350 W. Thomas
Phoenix, AZ 85013
Telephone:

Description of Performance

Oliver Otter - Water Safety, Bucklebear - seat belt Safety, T-Bear - Handwashing

Fee Plus Mileage

We have a representative that we pay to go to schools, pre-schools & special events. If any programs wanted to be scheduled please call me at 285-3600

Travel Range

Past Performances

☛**Contact Person**

Name: Susan Smith
Address: 3944 East Oak
Phoenix, AZ 85008
Telephone:

Description of Performance

1 hour adult programs (art + music or variety) 30 minute children's programs

Fee Plus Mileage

With Music Performance Trust Fund co-sponsorship fee is between $188 and $200 depending upon distance. Without MPTF co-sponsorship funding it is considerably more expensive.

Travel Range

Generally not more than 2 1/2 hours travel time from Phoenix

Past Performances

All Phoenix Public Libraries, Tolleson, Avondale, Tempe, Mesa, Apache Junction, Chandler, El Mirage, Fountain Hills, Gilbert, Glendale, Globe, Litchfield Park, Peoria, Prescott, Scottsdale

☛**Contact Person**

Name: Sonoran Arthropod Studies, Inc. Insect Zoo
Address: 2437 N. Stone Avenue/P.O. Box 5624
Tucson, AZ 85703
Telephone:

Description of Performance

Insect Zoo and Museum open to the public 11-4 Tuesday - Saturday, Outreach programs on occasion. Inquire

Fee Plus Mileage

Travel Range

Past Performances

See annual reports. Outreach exhibits, programs and Insect Zoo activities. Served 10,000 in 1988

☞Contact Person

Name: Peggy Sosey, Kids on the Block
Address: 2519 E. Golden
Mesa, AZ 85213
Telephone:

Description of Performance

Educational in nature - to sensitize children to the feelings and challenges faced by their handicapped peers. (Puppeteers are all volunteers.) Age group 3rd and 4th graders.

Fee Plus Mileage

Donations requested to sustain the program. No fee or mileage required

Travel Range

Greater Phoenix area, including the east and west valley communities of Mesa, Chandler, Tempe, Glendale, Peoria, Deer Valley etc. We do not have the capability at present to travel across the state.

Past Performances

We perform regularly during the school year to 3rd/4th grade children and have performed at several City of Phoenix library branches - Main Branch,Acacia Branch, also for Scottsdale library branches and South Mountain Community College library

☞Contact Person

Name: John Stansfield
Address: P.O. Box 588
Monument, CO 80132
Telephone:

Description of Performance

I am a professional storyteller, with ten years experience, offering entertaining programs of folklore, ballad, Western History and literature for children and adults. Workshops and courses in storytelling also offered this.

Fee Plus Mileage

Fee: $90 to $250/day, depending on the number of programs, plus mileage.

Travel Range

As needed. Have Stories, Will Travel

Past Performances

Performed for over one-half million listeners, including Arizona Library Association, Glendale, AZ library and schools, National Council of Teachers of English, Yellowstone Park staff, Rocky Mountain Storytelling Festival, Outward Bound.

☛**Contact Person**
Name: Hal Sunday
Address: 1202 East Oak
Phoenix, AZ 85006
Telephone:

Description of Performance
Depends on type of music needed

Fee Plus Mileage
Depends on mileage distance

Travel Range
All Cities north of Casa Grande

Past Performances
Performed 348 concerts, free to the public, in 1988

☛**Contact Person**
Name: Sue Thurman
Address: 4432 West Taro Drive
Glendale, AZ 85308
Telephone:

Description of Performance
Reading Is Magic-magic, stories and songs by Suzy and her robot T.C. (Hero Jr.) Shows include lots of audience participation and fun

Fee Plus Mileage
$75 fee for Valley locations

Travel Range
Determined on an individual basis

Past Performances
Phoenix Parks & Recreations, Glendale Parks & Recreation, numerous libraries book stores and elementary schools throughout the Valley, private birthday parties, Heritage Square, St. Joseph's Hospital, Phoenix Children's Hospital,Make-A-Wish functions, Tempe Center for handicapped, many other public and private events.

☛**Contact Person**
Name: Christie Van Cleve
Address: 1320 Boban Lane
Cottonwood, AZ 86326
Telephone:

Description of Performance
Slide Show on Rehabilitation of Birds of Prey or talk on Raptor Adaptations - both include live birds of prey

Fee Plus Mileage
No fee - all expenses incurred

Travel Range
Northern Arizona

Past Performances
Camp Verde Public Library, Sedona Public Library, Cottonwood/Sedona Schools through Environmental Education Center, Cottonwood, Arizona

☛Contact Person
Name: Janet Winans
Address: P.O. Box 2256
Poston, AZ 85371
Telephone: (602) 662-4073

Description of Performance
Poetry readings, writing workshops for children, adults in school, community, college, library settings

Fee Plus Mileage
$50

Travel Range
Statewide

Past Performances
Poetry readings: Warren Wilson College, Swannanoa, N.C., Scottsdale Festival for the Arts, Haystack Arts Program, Cannon Beach, OR

BOOK BINGO*

A brief statement describing idea:
A book related game - "Book Bingo".

Program Outline

A. Audience:
15 to 30 children ages 6 - 12 (grades 1-6).

B. Step-by-step mechanics:
Advertise the program by appropriate means. Before program date, the following materials must be prepared: A large master sheet with 60 names of characters, book titles, or authors (for example: Dr. Seuss, Corduroy, Superfudge) in alphabetical order. Each name space on master sheet must be large enough to accommodate a small corresponding name card which will be drawn from a box as the game is played.

Make as many bingo cards as you need for group size - 1 per child. These bingo cards use 24 names from master sheet in different sequences, with 1 free space in the middle of the card.

Have available bingo chips, corn kernels or dried beans to use as markers.

To play - the 60 little cards are mixed in box and drawn one at a time. The name is called out and then the card is placed on the master sheet. If a child has the called out name on his or her bingo card it is marked with a bean in correct spot. When a child has 5 markers in a row then book bingo is called out, the child wins a small prize and another game begins.

You may play as many games as time allows and the game can be used over and over for different programs.

C. Supplies:
Game (as described above) and markers, small prizes such as paperback books, posters, buttons, etc., a blackboard on which names are written as they are called out is helpful but not necessary.

D. Audio-visual equipment:
None

E. Bibliography:
Use names children in your library would be familiar with from popular books in your collection.

F. Evaluation:
None

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* Adapted with permission of Charmaine Spaniel, Carnegie Library of Pittsburgh, Beechview Branch, Pittsburg, PA.

NEWBERY "SCRABBLE GAME"*

A brief statement describing idea:

Familiarization with Newbery titles by playing a game very similar to the "SCRABBLE" with which most are already familiar.

Program Outline

A. Audience:
Grades 4 - 6, 2 to 4 players

B. Step-by-step mechanics:
Make a scrabble board using heavy duty cardboard or oaktag (see sample). Copy the pattern provided for making a grid and placing the titles. Make letter tiles from oaktag. Squares should approximate the squares on the playing board. Make one letter tile for each letter in each title, so that there are enough letter tiles to cover all of the letters on the board. Also prepare ten tiles and leave them blank.

Directions for the Play

Object of the game: Score the most points. Points are scored by placing the final letter on the last word of a Newbery title.

Prepare to play: Have pencil and paper for scoring. Place all the letter tiles face down in the center to form the pool. Each player draws one letter tile to see who goes first. Lowest letter begins.

The play: The starting player places two of his letters on the first two letters of the first word of the title or the first letter of two titles. For example, if he has a C and A he may place them on the CA in CADDIE WOODLAWN or the C in CADDIE WOODLAWN and the A in AND NOW MIGUEL. He then draws two more letters from the pool. The next player follows suit. Each player follows suit. Each letter played on a title must follow directly the preceding letter. A blank tile may be used on any letter. The play continues until all the titles are covered. The player with the most points wins. If at any time a player cannot take his turn, he may put back as many letters as he wishes into the pool and draw that many again, but he skips a turn.

C. Supplies:
Cardboard, oaktag, felt-tip pens, paper and pencil, paper cutter or scissors.

D. Audio-visual equipment:
None

E. Bibliography:
Newbery Award Books

F. Evaluation:
None

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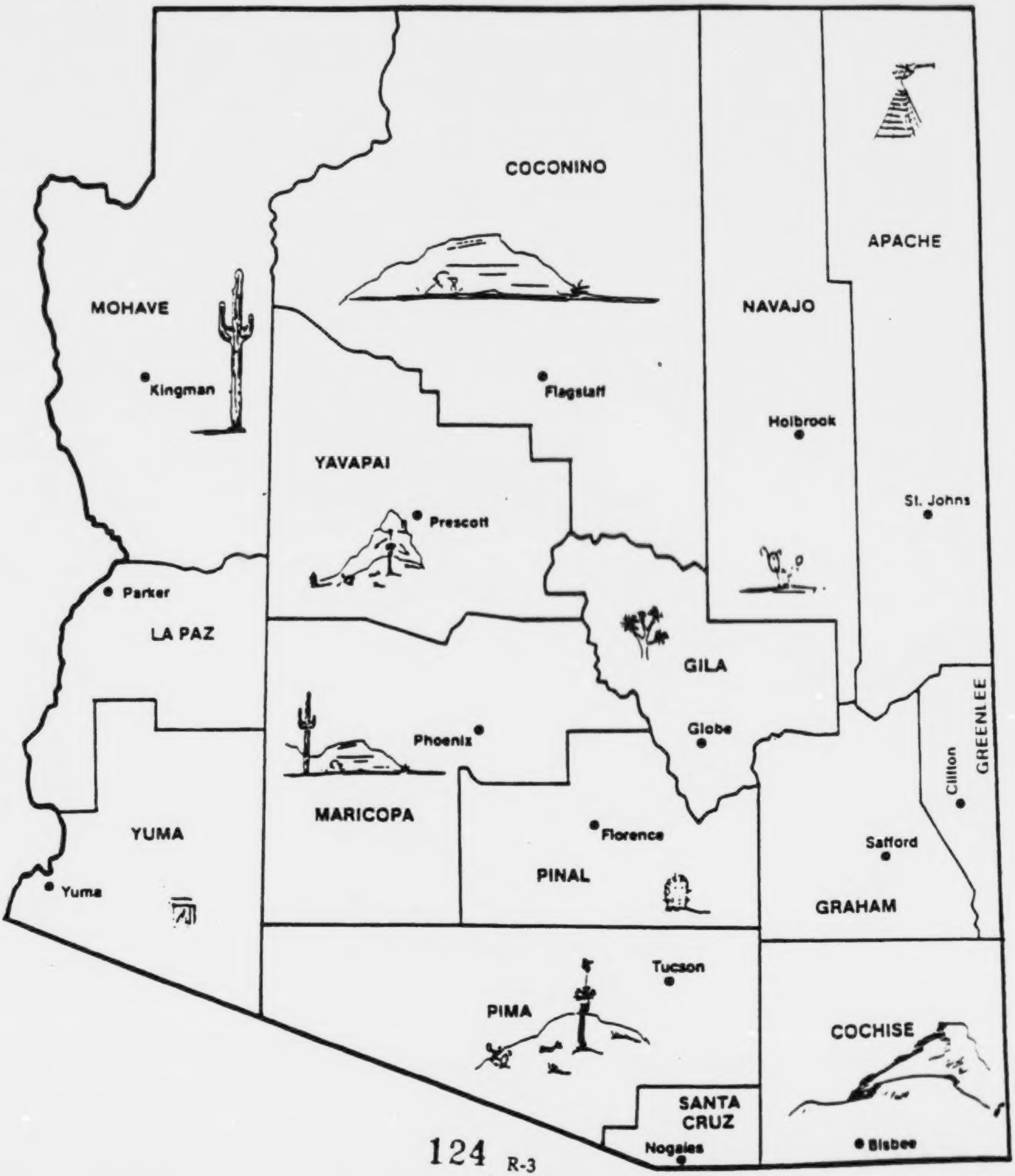
* Adapted with permission of Jeanne S. Chesterton, Grey Nun Academy, Yardley, PA

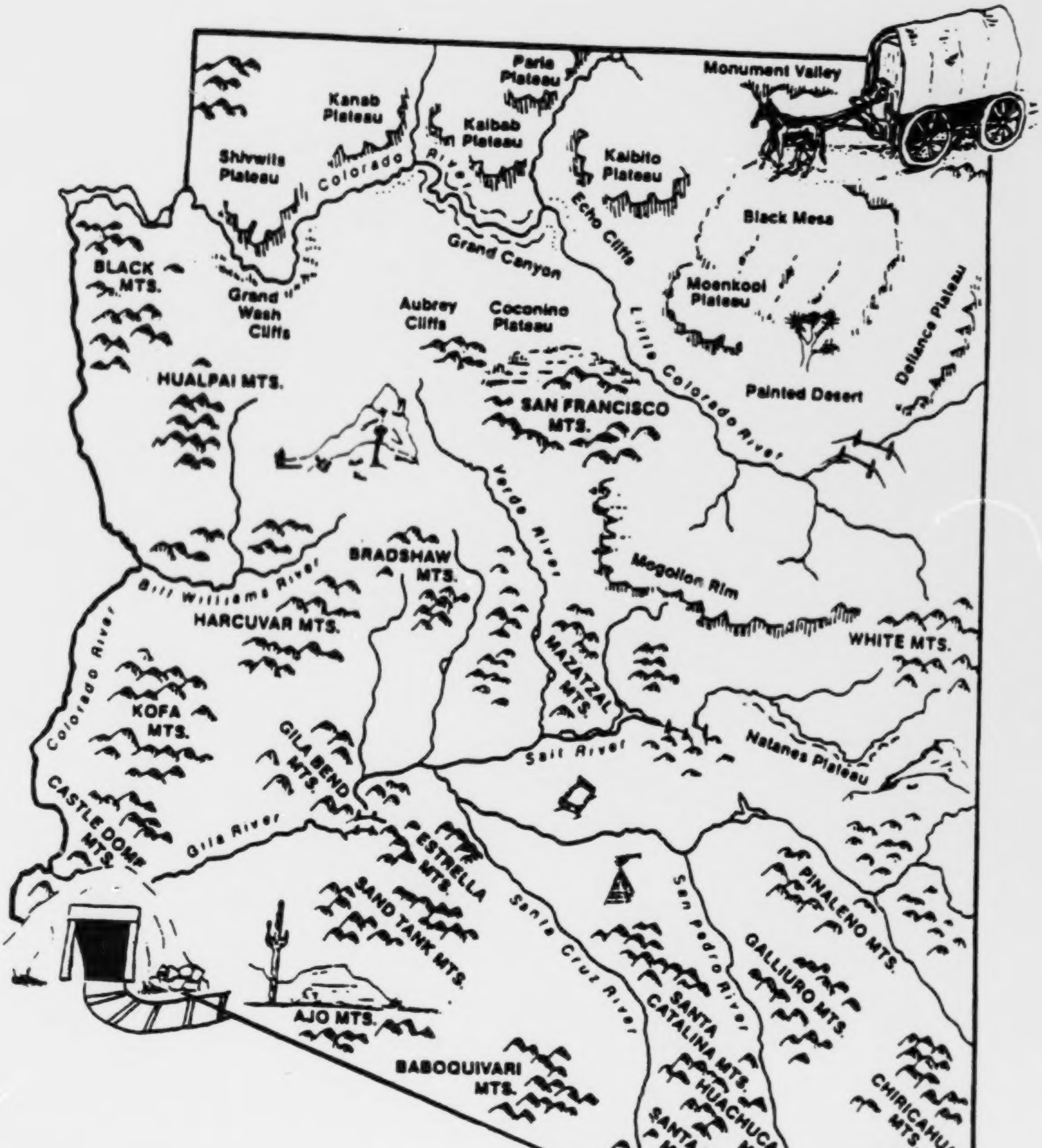
ARIZONA PUZZLE

Color the counties of Arizona, glue a piece of cardboard to the back, and cut on the lines making a puzzle. Challenge your friends to see who can put it together the fastest.



WESTWARD HO!

Travel with the settlers across Arizona to their silver mine.
Remember to cross rivers at the bridges and go around the mountains.



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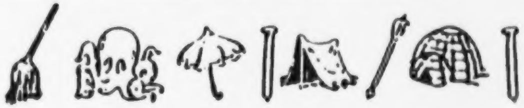
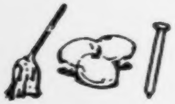
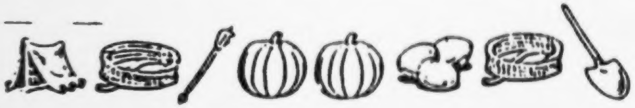
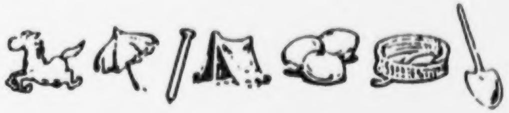
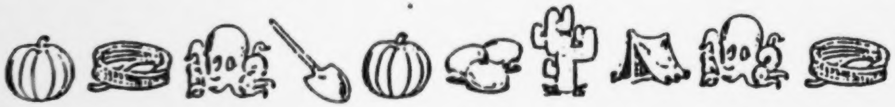
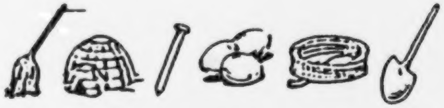
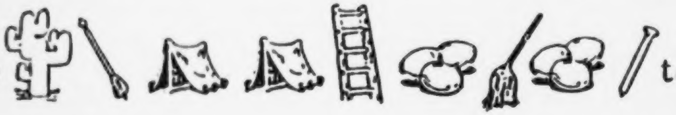
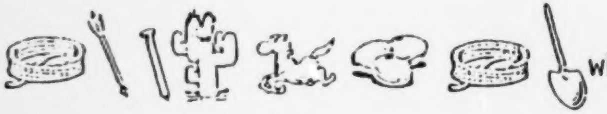
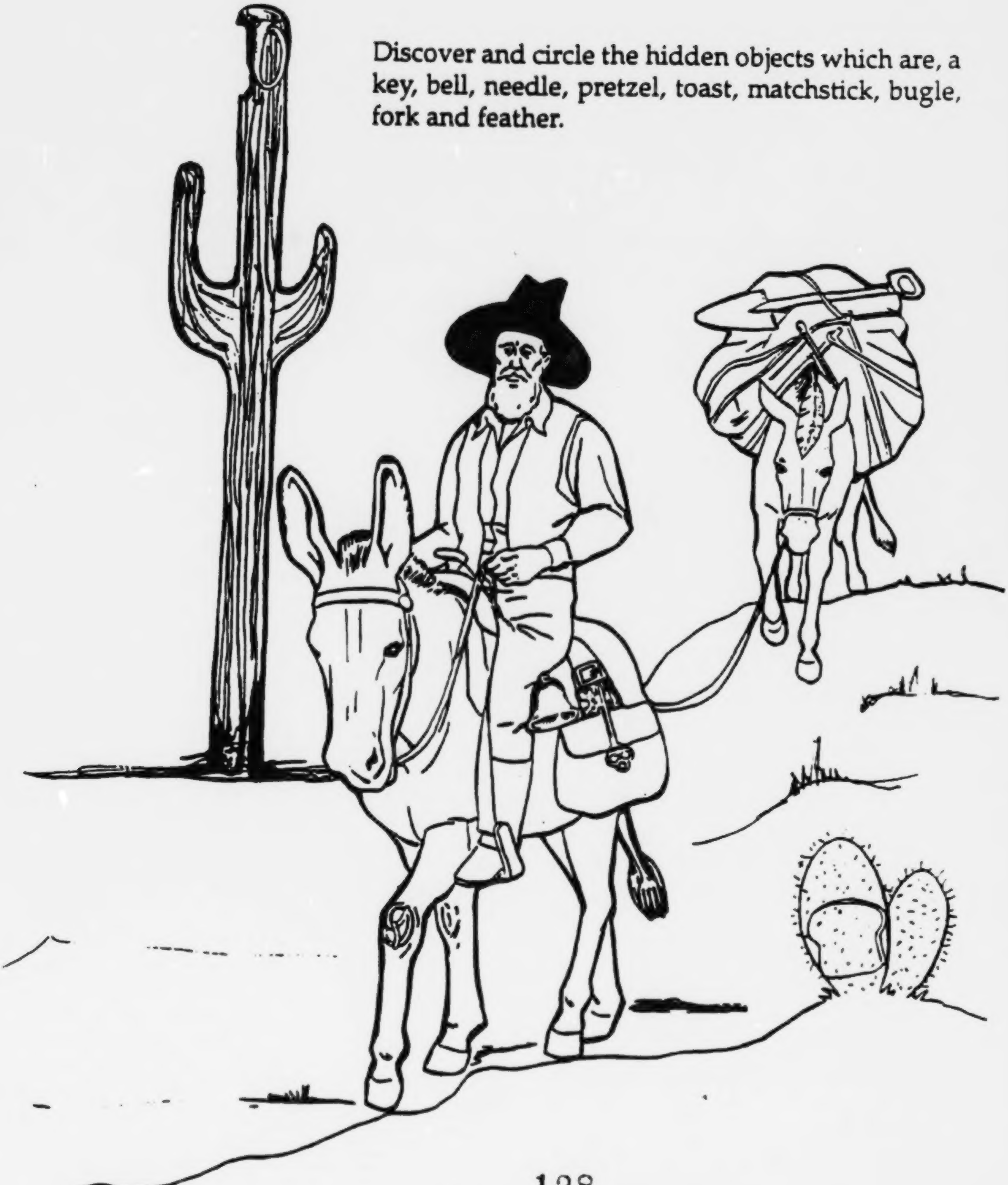
SETTLE DOWN, ARIZONA!

USE THE FIRST LETTER OF EACH PICTURE TO DECODE THE MISSING WORDS.

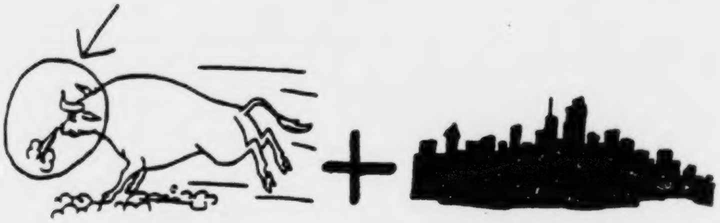
First to come to Arizona were the  _ _ _ _ _ _ _ _  _ _ _ who roamed the hillsides living off the land. Many of them were  _ _ _ _ _ _ _ _ and  _ _ _ _ _ _ _ setting their snares to catch animals for their furs. Next came the lone  _ _ _ _ _ _ _ _ _ _ hoping to strike it rich. Following closely behind were the  _ _ _ _ _ _ who weren't afraid to work hard for the ore they dug out of their claims. Then came the  _ _ _ _ _ _ _ _ _ taking advantage of the grassy range where their herds could graze for miles. With the herds came the  _ _ _ _ _ _ _ _ who homesteaded the land and began to build the cities we have today.

R-5

Discover and circle the hidden objects which are, a key, bell, needle, pretzel, toast, matchstick, bugle, fork and feather.



NAME THAT TOWN – PAGE 1



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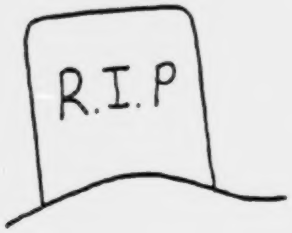
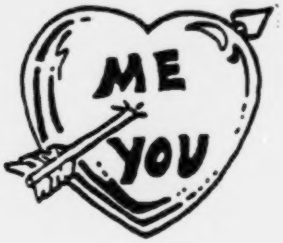
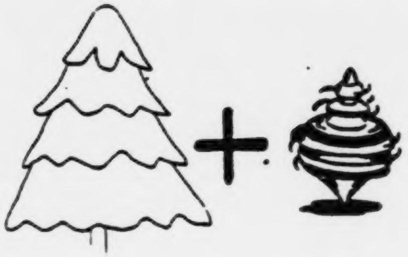
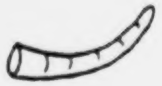
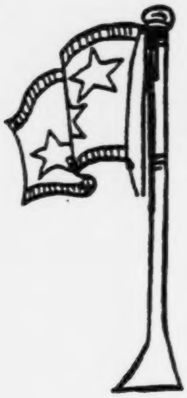


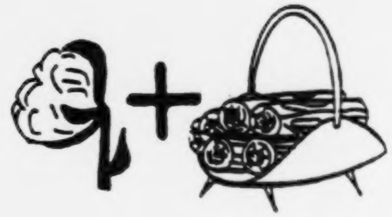




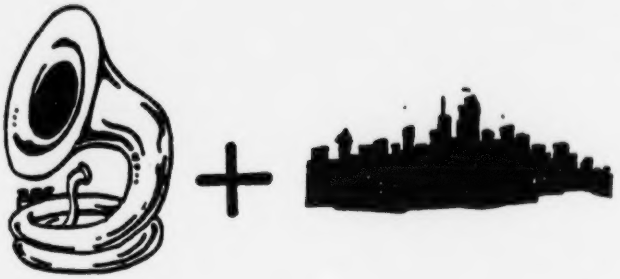




✓ EXCELLENT



NAME THAT TOWN – PAGE 2



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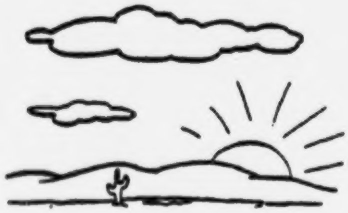

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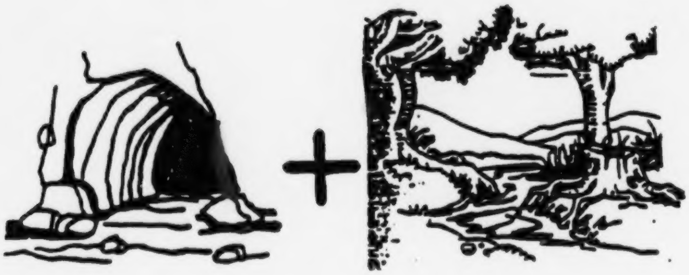

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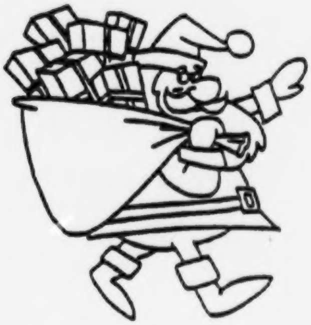

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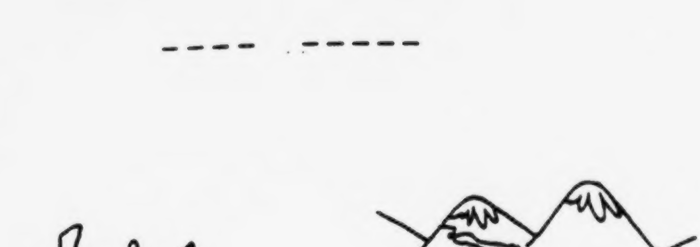

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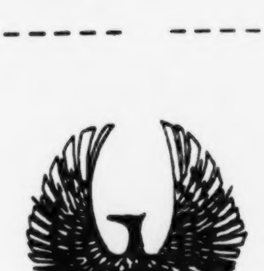

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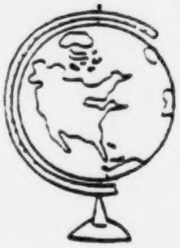
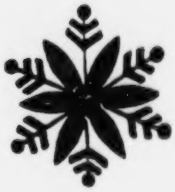
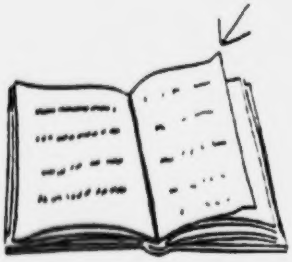
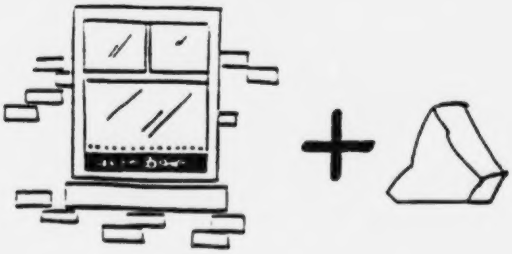
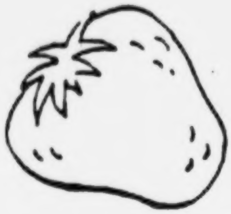
NAME THAT TOWN – PAGE 3

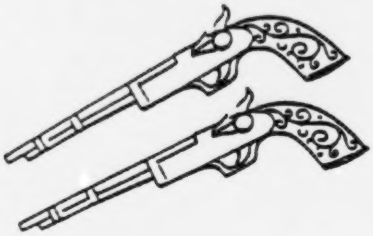


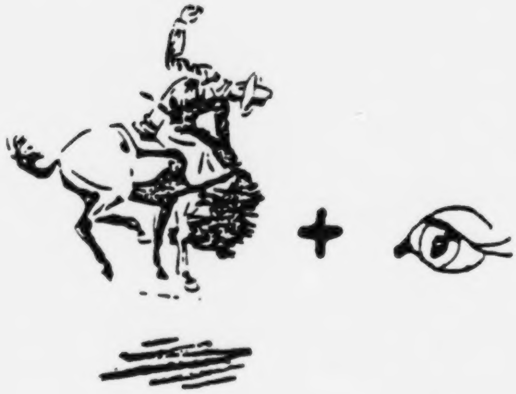


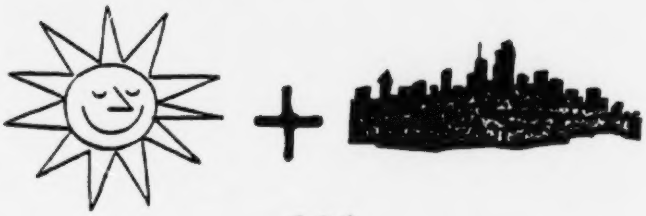






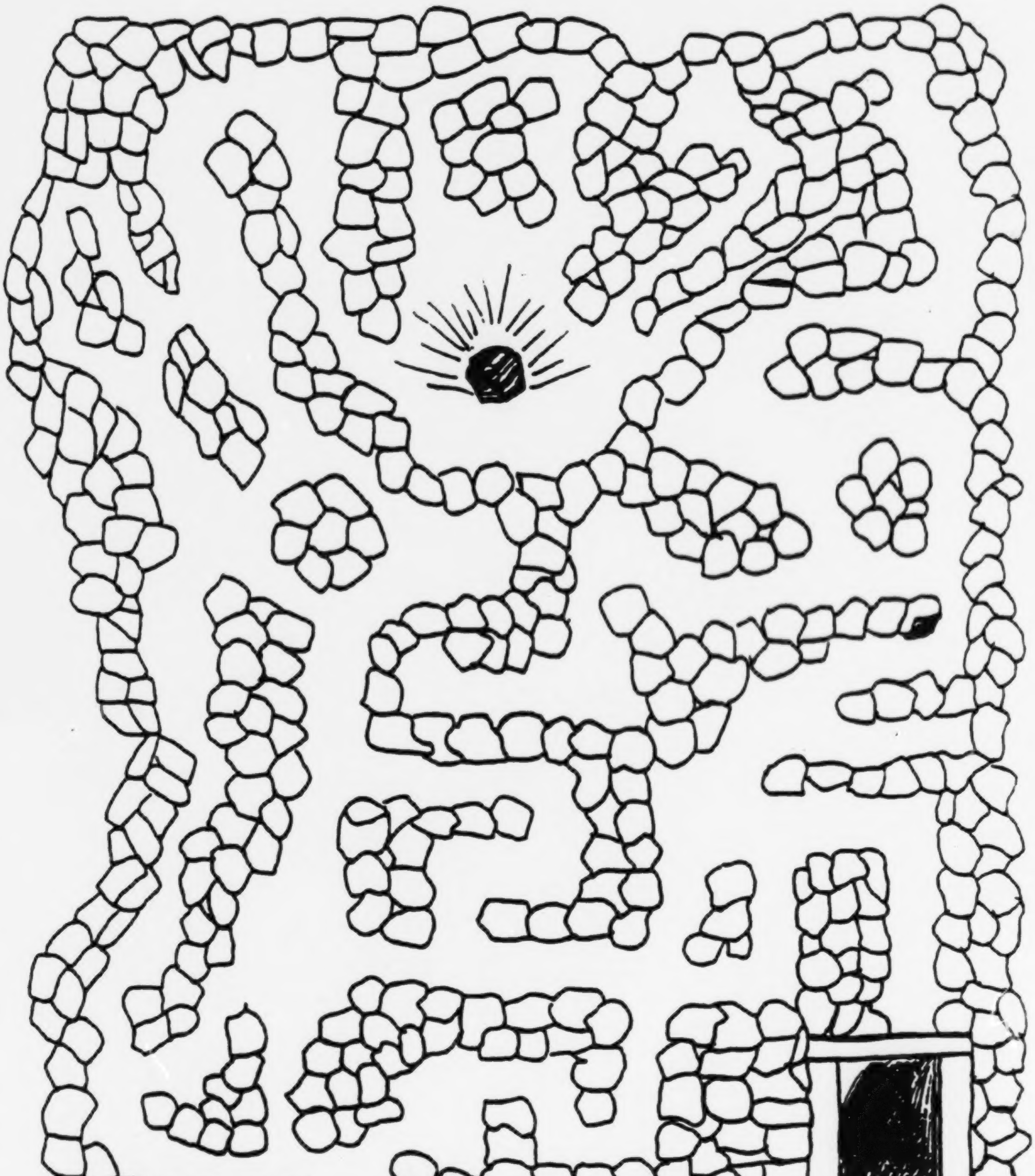




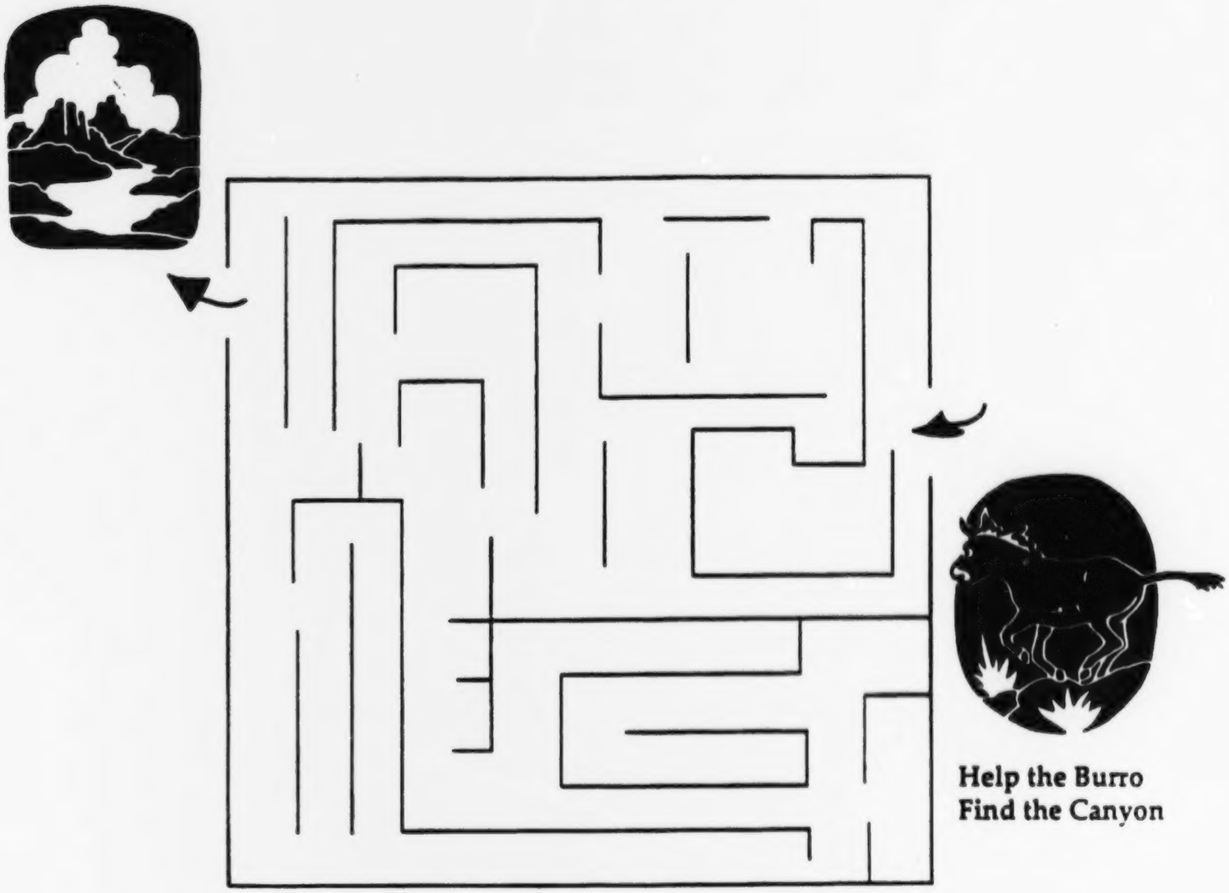


EUREKA!

Enter the mine shaft and find the tunnel that leads to the golden nugget.

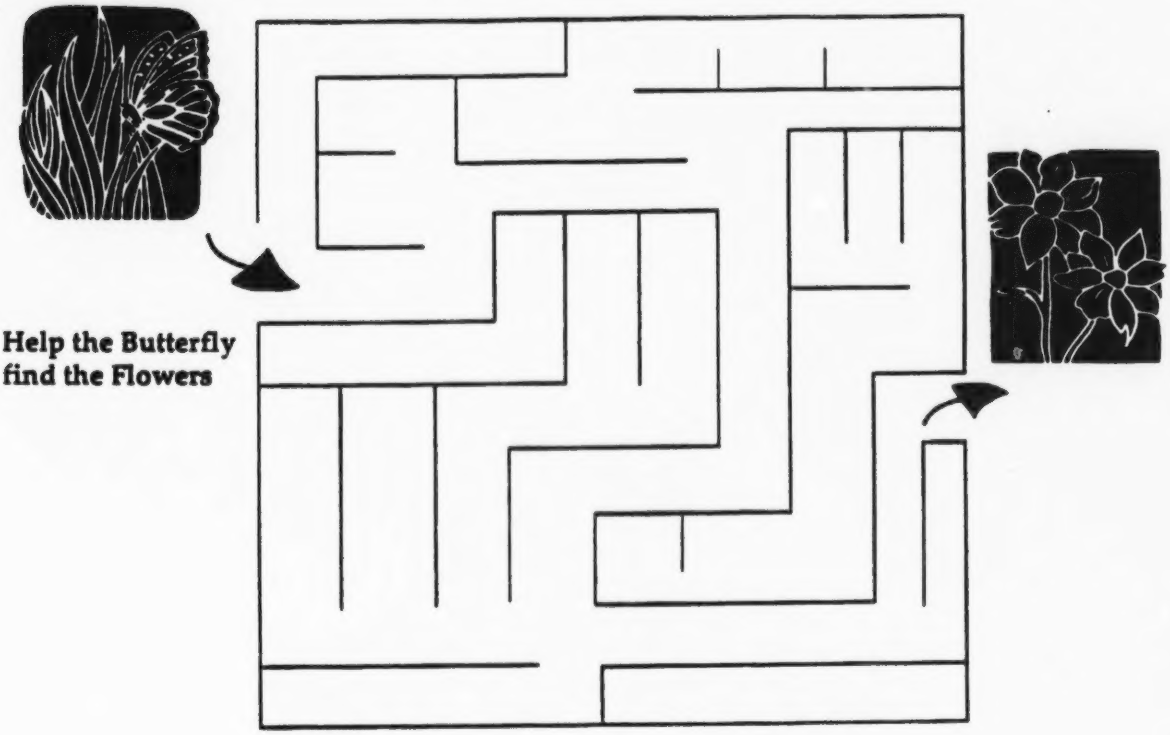


Burro Maze



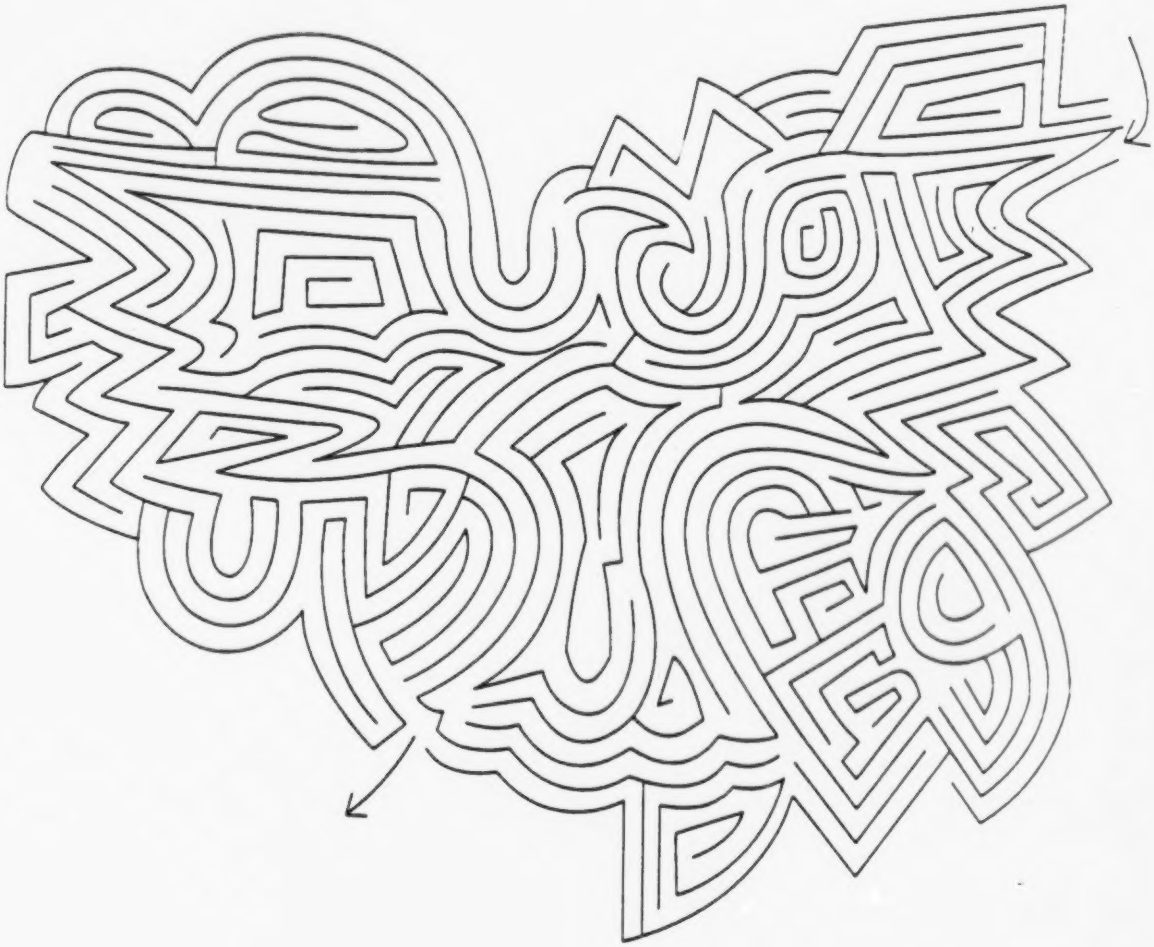
Help the Burro
Find the Canyon

Butterfly Maze



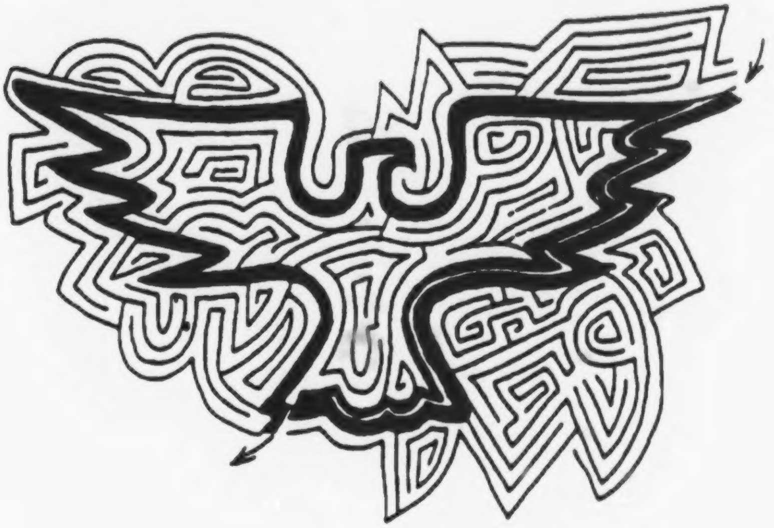
Help the Butterfly find the Flowers

Clue: Famous National and State Bird



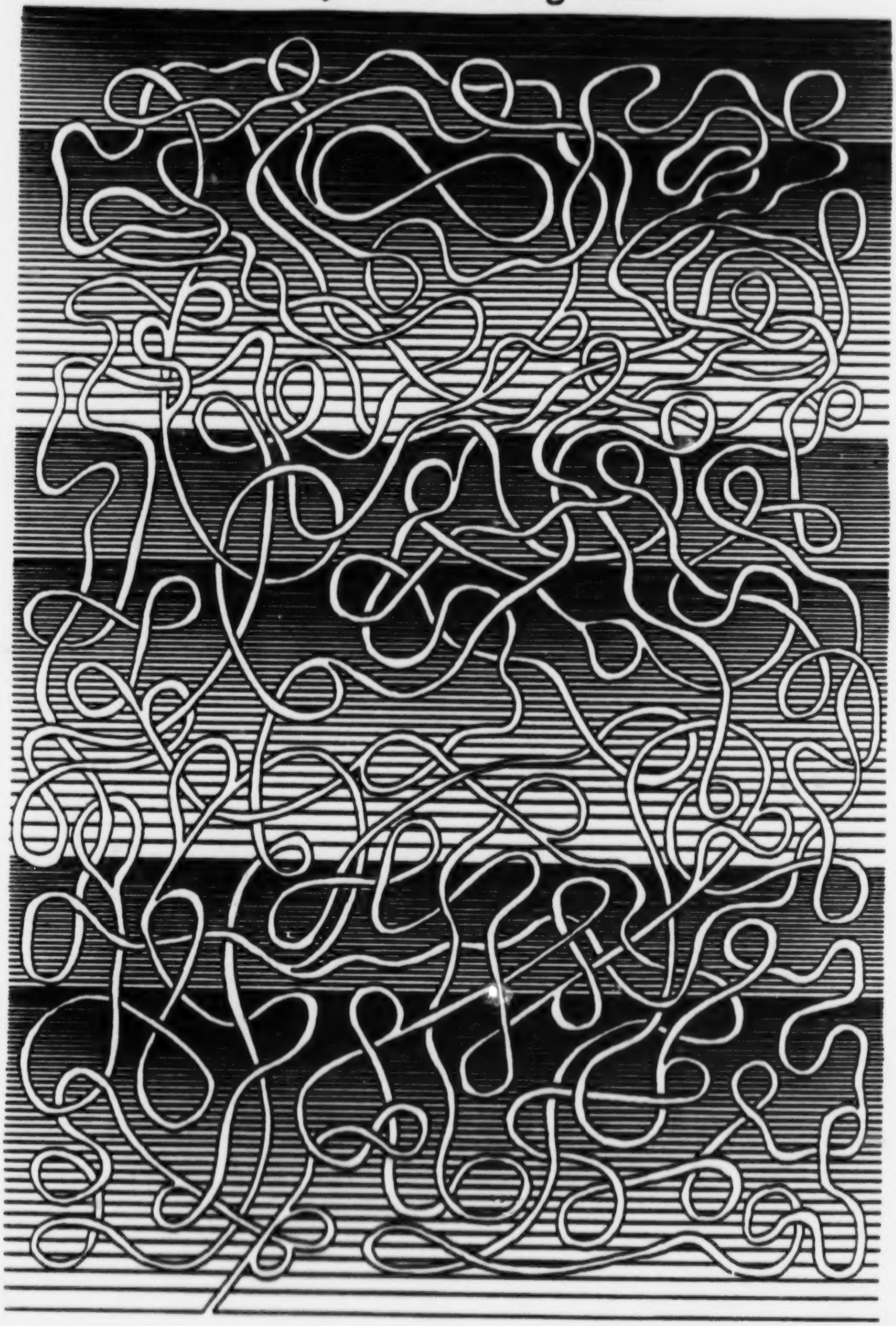
Dazzling Mazes; Ulrich Koch

Famous BirdMaze Answer



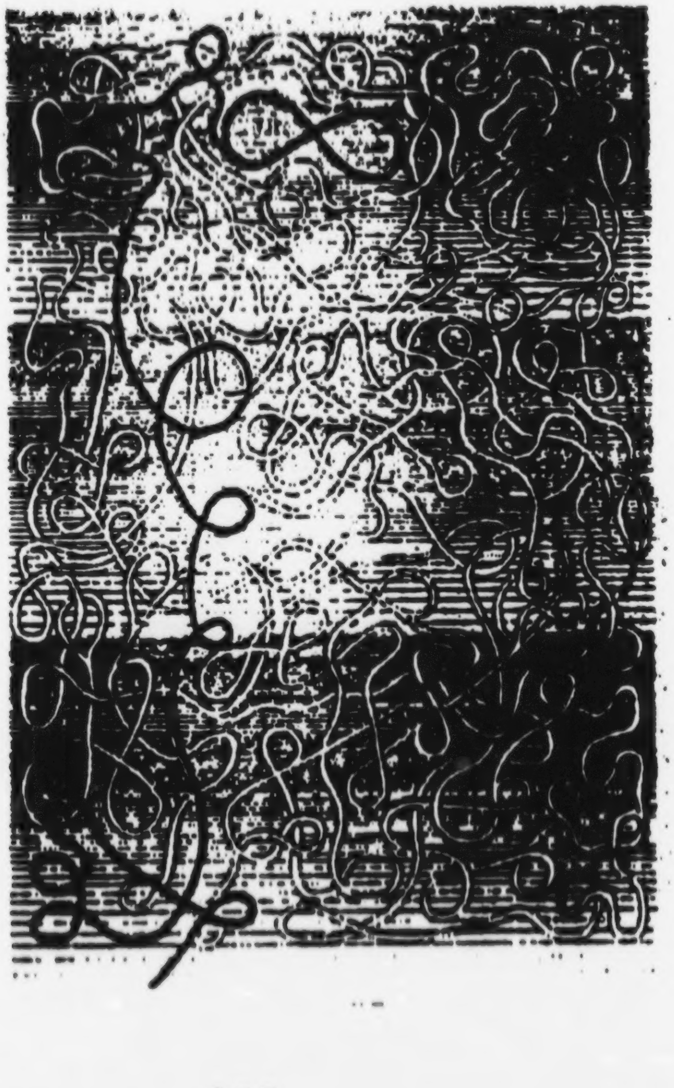
Dazzling Mazes: Ulrich Koch

A Canyon's Twisting Trail?



Dazzling Mazes; Ulrich Koch

Answer to *A Canyon's Twisting Trail?*



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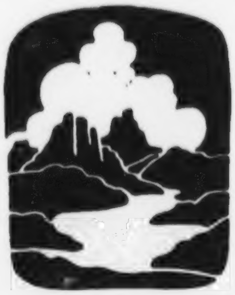
DESERT PLANT WORDFIND

There is a great variety of plants found in the deserts of our state. The names of some of them are hidden in the puzzle below. They can be found vertically, horizontally, forward, and backward. See how many you can find.

YUCCA
JUNIPER
CENTURY
PRICKLY PEAR
SAGUARO
ALOE VERA
ACACIA
MESQUITE
CHOLLA
PALOVERDE
TUMBLEWEED
STAGHORN
TEDDY BEAR CACTUS
ORGAN-PIPE CACTUS
SAND VERBENAS
BARREL CACTUS

Y	U	C	E	S	T	E	D	D	Y	B	E	A	R	C	A	C	T	U	S	W	J	Y	A
U	P	A	L	O	V	E	R	D	E	E	O	P	S	T	A	G	H	O	R	N	U	Q	V
S	A	N	E	B	R	E	V	D	N	A	S	R	O	U	C	Y	Q	H	D	C	Y	G	P
A	G	P	R	T	C	M	A	H	J	S	R	I	L	M	H	V	B	O	C	G	A	J	K
L	H	S	D	U	E	E	J	P	A	Q	S	C	M	B	S	J	C	A	K	B	C	A	J
B	D	A	E	V	E	S	N	R	C	U	V	K	A	L	O	E	V	E	R	A	T	Y	Q
L	J	G	C	E	D	Q	U	T	T	H	E	L	Q	E	Q	M	Y	R	P	C	G	U	G
M	L	U	U	M	V	U	N	E	U	D	M	Y	L	W	Y	C	B	D	I	A	S	C	H
C	M	A	N	B	E	I	B	A	E	R	C	P	L	E	U	S	D	N	O	C	J	Q	C
V	H	R	C	I	C	T	A	C	D	Q	Y	E	O	E	R	T	Y	O	A	I	G	T	A
D	Q	O	T	L	P	E	S	E	D	V	M	A	O	D	R	U	J	T	C	A	H	S	J
P	U	A	L	E	H	E	T	N	B	B	A	R	R	E	L	C	A	C	T	U	S	G	K
A	B	L	U	L	O	L	R	O	R	G	A	N	P	I	P	E	C	A	C	T	U	S	Q
S	C	O	V	W	A	L	G	S	M	T	U	H	D	M	J	M	Y	S	B	G	Q	P	A



DESERT PLANT WORDFIND

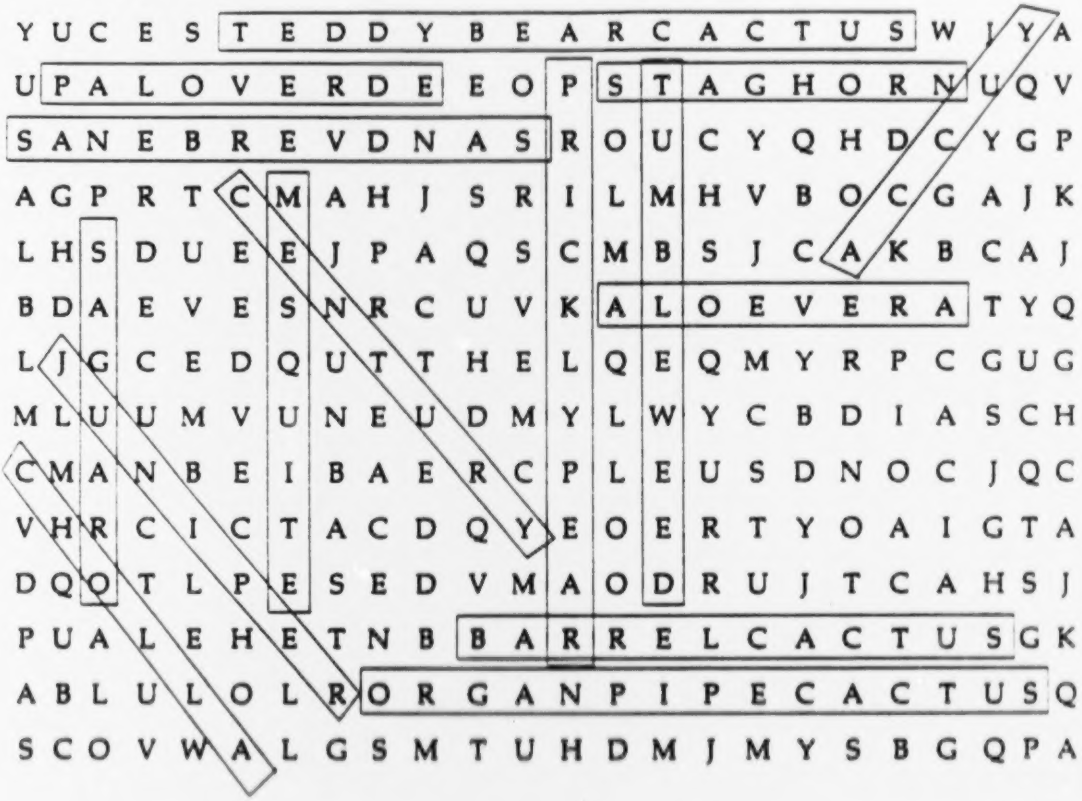
There is a great variety of plants found in the deserts of our state. The names of some of them are hidden in the puzzle below They can be found vertically, horizontally, forward, and backward. See how many you can find.

YUCCA
JUNIPER
CENTURY
PRICKLY PEAR

SAGUARO
ALOE VERA
ACACIA
MESQUITE

CHOLLA
PALOVERDE
TUMBLEWEED
STAGHORN

TEDDY BEAR CACTUS
ORGAN-PIPE CACTUS
SAND VERBENAS
BARREL CACTUS



Y U C E S T E D D Y B E A R C A C T U S W J Y A
U P A L O V E R D E E O P S T A G H O R N U Q V
S A N E B R E V D N A S R O U C Y Q H D C Y G P
A G P R T C M A H J S R I L M H V B O C G A J K
L H S D U E E J P A Q S C M B S J C A K B C A J
B D A E V E S N R C U V K A L O E V E R A T Y Q
L J G C E D Q U T T H E L Q E Q M Y R P C G U G
M L U U M V U N E U D M Y L W Y C B D I A S C H
C M A N B E I B A E R C P L E U S D N O C J Q C
V H R C I C T A C D Q Y E O E R T Y O A I G T A
D Q O T L P E S E D V M A O D R U J T C A H S J
P U A L E H E T N B B A R R E L C A C T U S G K
A B L U L O L R O R G A N P I P E C A C T U S Q
S C O V W A L G S M T U H D M J M Y S B G Q P A

ANIMALS OF NORTHERN ARIZONA WORDFIND

Find the following names in the puzzle below. The names can be hidden horizontally, forward or backward. Good luck!

WOLF
JMULE
OWL
EAGLE
ELK

WHITETAIL DEER
MOUNTAIN LION
PRONGHORN ANTELOPE
MULE DEER
HAWK

PINE SNAKE
SQUIRREL
BOBCAT
MUSTANG
RABBIT

GOPHER
TROUT
SHEEP
OCELOT
CATTLE

BLACKBEAR
CHIPMUNK
BISON
CARDINAL

Z	O	W	D	A	K	T	G	U	S	Q	U	I	R	R	E	L	I	B	M	E	E	Z	O
E	M	A	O	L	I	C	O	P	Q	A	R	T	S	A	V	U	L	E	N	P	M	A	B
N	U	U	P	L	A	S	P	R	O	N	G	H	O	R	N	A	N	T	E	L	O	P	E
B	L	A	L	T	F	N	H	S	M	C	O	R	D	I	C	P	R	J	K	I	U	A	U
O	E	K	T	E	C	A	E	E	L	J	E	Q	U	K	A	N	K	V	U	P	N	D	O
C	D	L	I	V	E	P	R	A	E	O	Z	L	B	P	K	B	O	B	C	A	T	S	C
F	E	C	A	R	D	I	N	A	L	P	J	E	O	B	T	W	G	O	L	P	A	H	L
W	E	L	F	I	S	N	A	H	W	Q	A	C	A	T	R	O	U	T	H	L	I	S	G
H	R	N	K	J	Q	E	C	A	I	R	P	L	Q	G	M	K	I	P	A	P	N	Z	N
G	L	O	E	D	E	S	R	W	K	T	A	W	H	D	L	R	R	E	M	I	L	A	A
O	P	S	H	R	D	N	W	K	J	O	C	B	Q	A	S	E	T	U	N	Q	I	W	T
W	H	I	T	E	T	A	I	L	D	E	E	R	B	M	Z	U	N	L	K	O	O	R	S
L	O	B	R	Q	I	K	T	N	S	R	O	M	A	I	D	K	W	H	S	T	N	K	U
J	R	I	P	S	U	E	R	R	Q	I	L	E	D	U	T	W	I	Z	N	C	L	O	M

ANIMALS OF NORTHERN ARIZONA WORDFIND

Find the following names in the puzzle below. The names can be hidden horizontally, forward or backward. Good luck!

WOLF
MULE
OWL
EAGLE
ELK

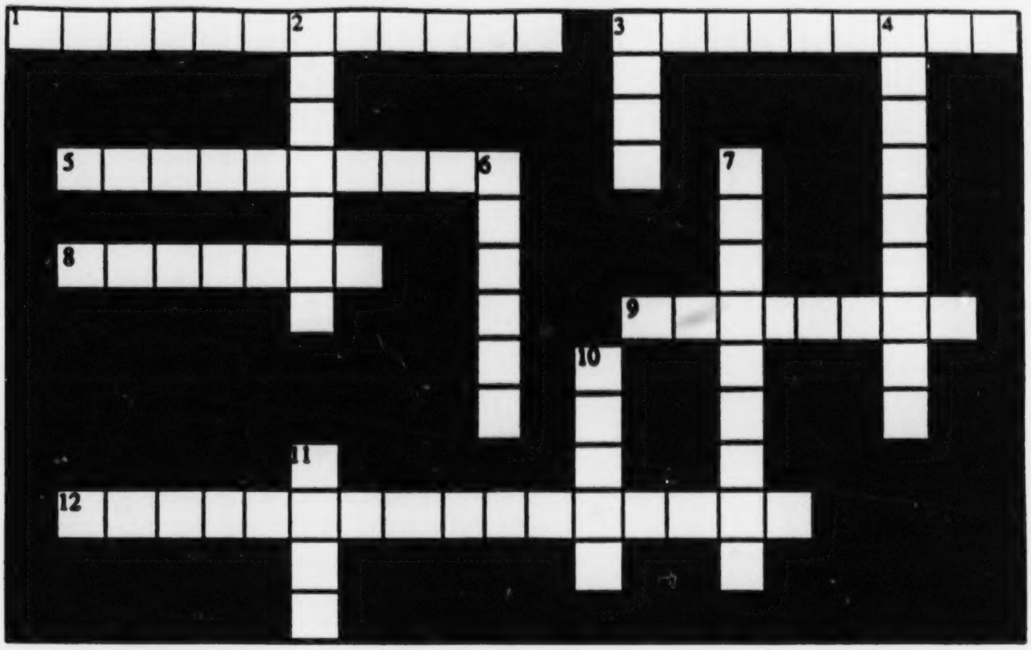
WHITETAIL DEER
MOUNTAIN LION
PRONGHORN ANTELOPE
MULE DEER
HAWK

PINE SNAKE
SQUIRREL
BOBCAT
MUSTANG
RABBIT

GOPHER
TROUT
SHEEP
OCELOT
CATTLE

BLACKBEAR
CHIPMUNK
BISON
CARDINAL

Z	O	W	D	A	K	T	G	U	S	Q	U	I	R	R	E	L	I	B	M	E	E	Z	O
E	M	A	O	L	I	C	O	P	Q	A	R	T	S	A	V	U	L	E	N	P	M	A	B
N	U	U	P	L	A	S	P	R	O	N	G	H	O	R	N	A	N	T	E	L	O	P	E
B	L	A	L	T	F	N	H	S	M	C	O	R	D	I	C	P	R	J	K	I	U	A	U
O	E	K	T	E	C	A	E	E	L	J	E	Q	U	K	A	N	K	V	U	P	N	D	O
C	D	L	I	V	E	P	R	A	E	O	Z	L	B	P	K	B	O	B	C	A	T	S	C
F	E	C	A	R	D	I	N	A	L	P	J	E	O	B	T	W	G	O	L	P	A	H	L
W	E	L	F	I	S	N	A	H	W	Q	A	C	A	T	R	O	U	T	H	L	I	S	G
H	R	N	K	J	Q	E	C	A	I	R	P	L	Q	G	M	K	I	P	A	P	N	Z	N
G	L	O	E	D	E	S	R	W	K	T	A	W	H	D	L	R	R	E	M	I	L	A	A
O	P	S	H	R	D	N	W	K	J	O	C	B	Q	A	S	E	T	U	N	Q	I	W	T
W	H	I	T	E	T	A	I	L	D	E	E	R	B	M	Z	U	N	L	K	O	O	R	S
L	O	B	R	Q	I	K	T	N	S	R	O	M	A	I	D	K	W	H	S	T	N	K	U
J	R	I	P	S	U	E	R	R	Q	I	L	E	D	U	T	W	I	Z	N	C	L	O	M

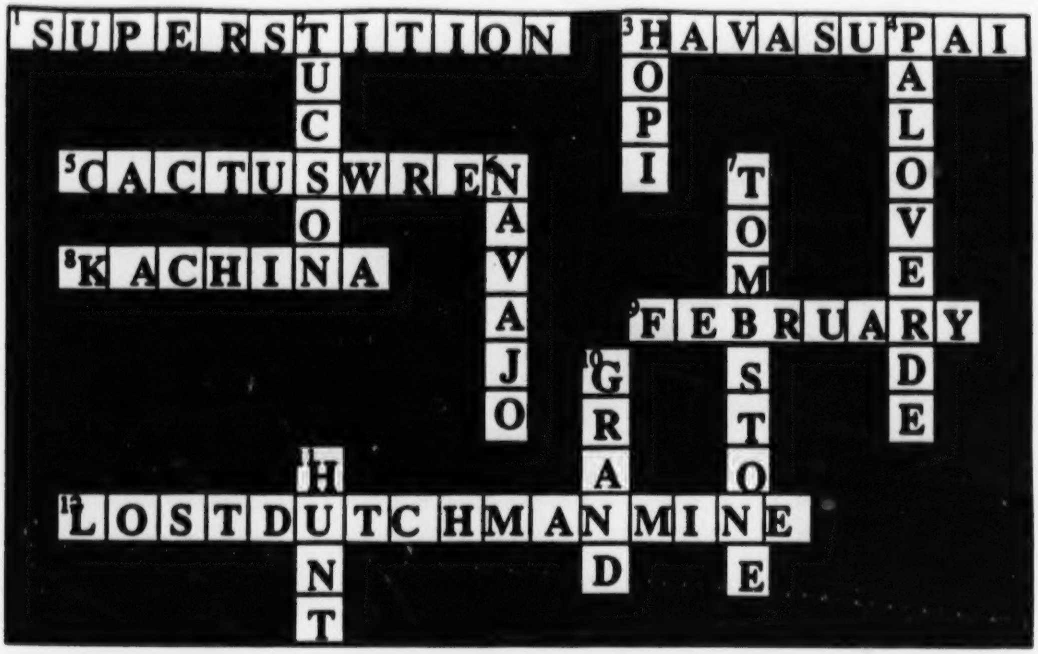


ACROSS

1. The ___________ Mountains are said to hide the Lost Dutchman Mine.
3. Indian tribe that lives at the bottom of the Grand Canyon.
5. State bird of Arizona.
9. The month Arizona became a state.
12. This famous mine is supposed to be hidden in the Superstition Mountains.

DOWN

2. The University of Arizona is located in this southern city.
3. Indian tribe famous for making beautiful Kachina dolls.
4. State tree of Arizona.
6. Whe largest reservation in the U.S., belongs to these Indians.
7. Wyatt Earp was a U.S. marshall in this city.
10. Arizona is the __________Canyon State.
11. Name of Arizona's first Governor.



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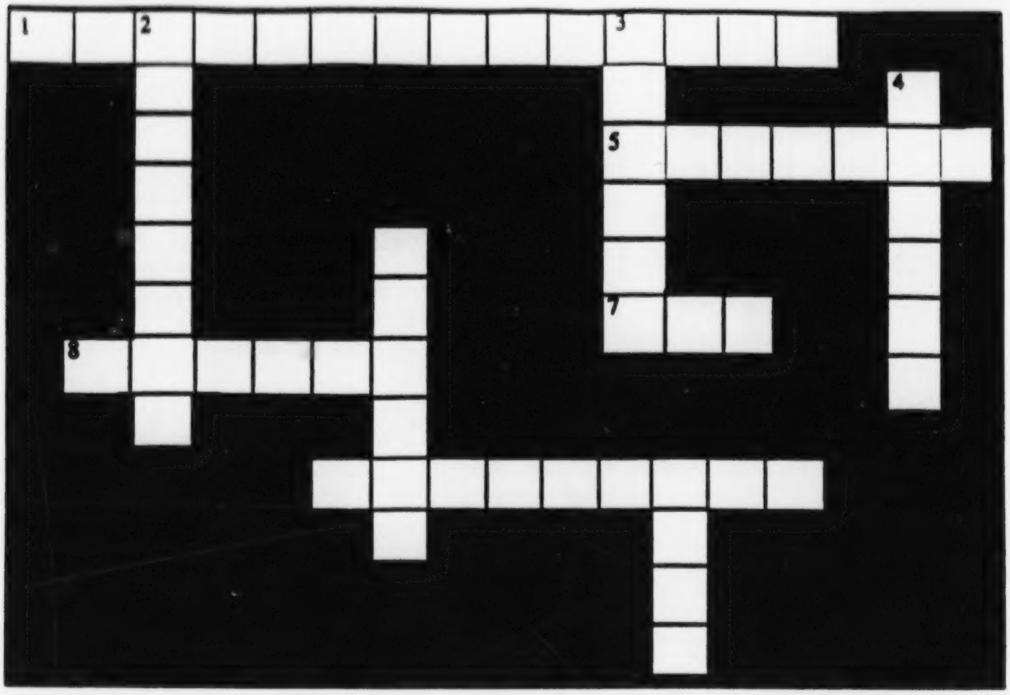
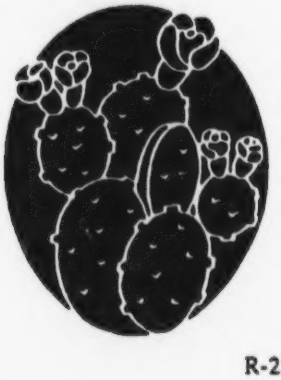


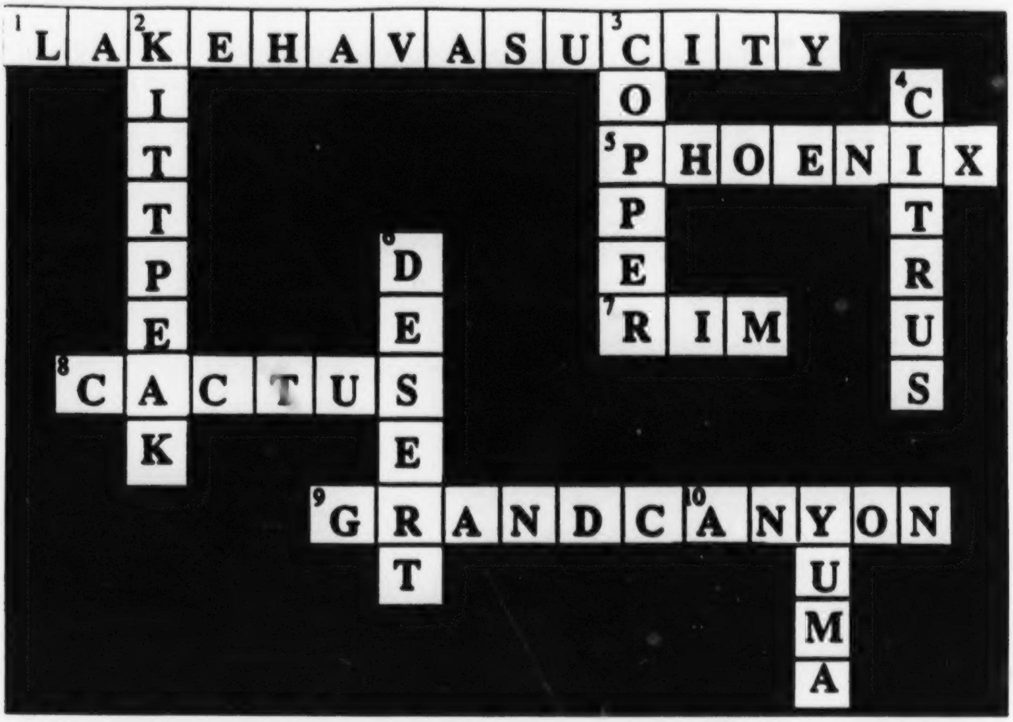
ACROSS

1. The London Bridge is in this city.
5. Capitol of Arizona.
7. Mogollon ______________.
8. Tha saguaro is an example of this desert plant.
9. Each year, millions of people come to see this wonder formed by the Colorado River.

DOWN

2. The observatory in Tucson is located on this mountain.
3. Color of the star in the Arizona state flag.
4. Oranges, lemon, and grapefruit are examples of this kind of fruit.
6. The Sonora ____________.
10. City in western Arizona.





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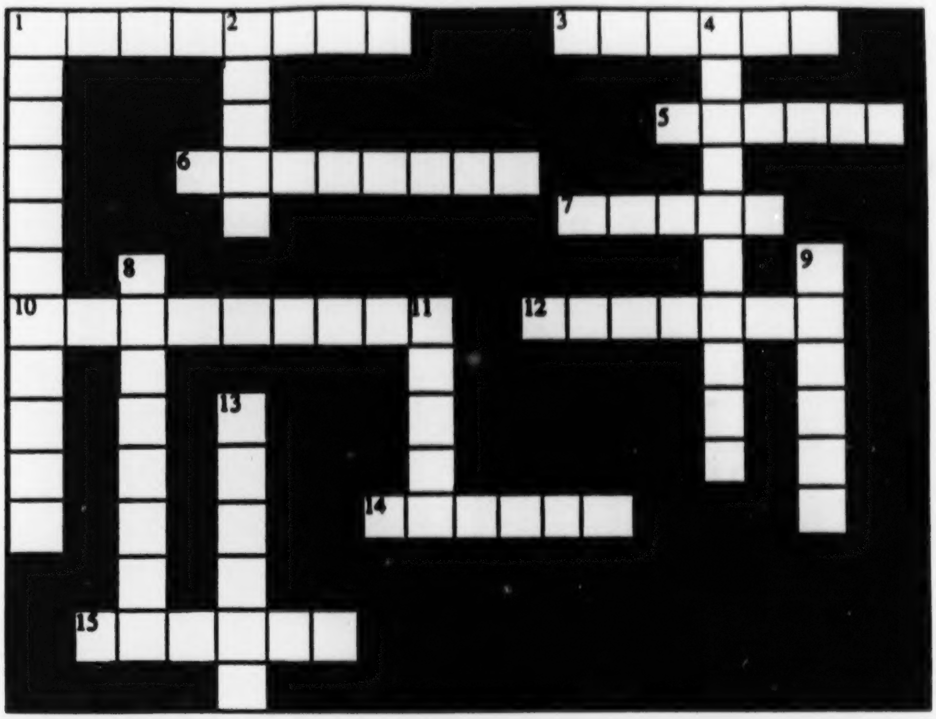
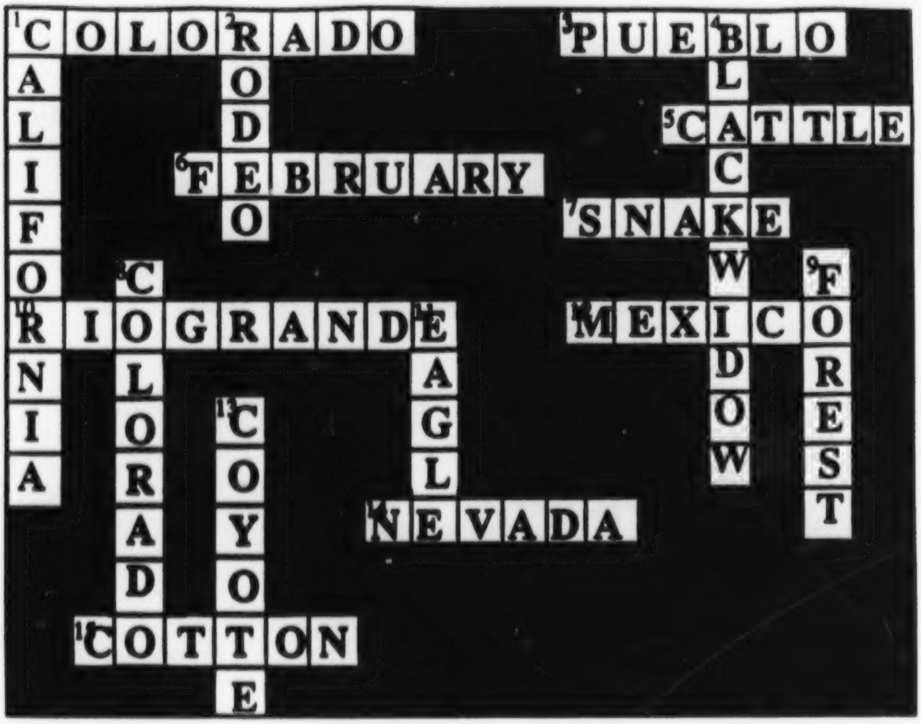


ACROSS

1. The ________________ River runs through the Grand Canyon.
3. An Indian tribe & Indian home.
5. Raised on ranches for beef.
6. Month Arizona became a state.
7. Rattle and King are examples of this reptile.
10. River between Texas & Mexico.
12. Country south of Arizona.
14. Borders Arizona to the northwest.
15. The 5 "C's" of Arizona's economy are: ____________________, climate, cattle, copper, and citrus.

DOWN

1. Borders Arizona to the west.
2. Sport with roping, and riding.
4. Poisonous spider that eats its mate.
6. Month Arizona became a state.
8. ___________, Utah, Arizona, and New Mexico make up "Four Corners."
9. Petrified ____________.
11. The Bald ____________ is our national bird.
13. "Wiley E. ___________" always chases "Roadrunner."



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June 1991

Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

gdh 12/31/90

July 1991

Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

R-28

gdh 12/31/90

August 1991

Month Year

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

R-29

gdh 12/31/90

1991 ARIZONA READING PROGRAM
"READ ARIZONA"

EVALUATION/QUESTIONAIRE

In order to evaluate the 1991 Arizona Reading Program, please photocopy and complete the three-page Evaluation/Questionaire and return it no later than September 7, 1991 to Deborah Tasnadi at the Department of Library, Archives and Public Records, Library Extension Division, 1700 W. Washington Avenue, Phoenix, Arizona 85007. Our aim is to judge the success of the program and learn how it may be refined and improved for the future.

Name of Library ____________________

Address of Library ____________________

Telephone Number ____________________

1. Name and title of person who was in charge of the Arizona Reading Program for the summer.

____

Are you interested in serving on the 1993 ARP Committee? Yes ______ No ______

______	______	______	______
Date Program Began	Date Program Ended	Number of Weeks	Local Program Budget

2. What was your primary goal this summer? ____________________

____

3. STATISTICS

Number of all children who registered ____________________
Number of parents involved in the program ____________________
Number of all children who earned a certificate ____________________
Number of books read (estimate if not known) ____________________
Number of minutes read (estimate if not known) ____________________
Total number of programs ____________________
Number of staff assisting with program ____________________
Number of volunteers assiting with program ____________________

4. PUBLICITY

Please check those items of publicity used to promote the program:

Newspaper Releases ______
Radio Releases ______
Fliers ______
In House Displays ______
Posters ______

School visits ______
Bookmarks ______
Church Bulletins ______
Other, please specify ______
____
____

How would you rate your publicity efforts?

Very successful ______________
Moderately successful _______________
Ineffective _______________

5. PROGRAMS

During the summer, did you sponsor or conduct:

Film programs? Yes________ No________

If yes, give number held ________ Total attendance ________

Please check the different techniques that you used in your programs.

Arts and crafts ________
Booktalks ________
Creative dramatics ________
Demonstrations/resources ________
Discussion groups _________
Field trips __________
Films _________
Filmstrips ________
Finger plays _________
Flannel board _________
Music________
Puppets ________
Records/cassettes________
Storytelling ________
Other, please specify _______
____

What was your most successful program? Briefly detail.

____

____

Preschoolers

Did you have a good read-to-me program for preschool - K Yes_____ No_____
Number of good listeners who registered ______________
Number of good listeners who earned a certificate ______________
Briefly describe any special programs you held for preschoolers.

____

____

____

6. List community groups/businesses who supported your program. For instance, did the same group make program materials or provide refreshments for your end of summer party?

____

____

____

7. Overall Evaluation

How would you evaluate the librarian's manual?

Useful ____________ Not useful _______________ Needs improvement _____________

What suggestions do you have for improving the manual? ______________________________

____

____

How would you rate the materials provided by the Arizona Department of Library,Archives and Public Records?

	Useful	Not Useful
Activities		
Bags		
Bookmarks		
Clip Art		
Reading Records		
Posters		
T-shirts		
Balloons		
Ribbons		

Tell us in a few words how you developed the theme in your library. ____________________

____

____

Were any disabled children involved in your reading program?

Yes ________ No ________ If yes, explain: ______________________________

____

____

List any themes you would like considered for future library reading programs.

____

____

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items pertaining to reading that you wish to share with us.

Thank you for your participation and evaluation of the 1991 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

SAMPLE LETTER TO DAY CARE ADMINISTRATORS

Written on letterhead stationery

Dear Administrator:

Summertime is right around the corner. You may be searching for free community activities which will offer your children good entertainment and educational opportunities. We can help. The ________________Public Library is offering a series of preschool and grade school programs in conjunction with the Arizona Reading Program. The theme for this year's program is "*Read Arizona*". During the weekly programs the children may listen to stories and poetry, learn finger plays, see puppet shows and films, sing songs, play games or make arts and crafts that compliment the Travel theme.

Attending programming stimulates the child's development of good language and listening skills so important to later school success and encourages positive group interaction and sharing.

The program is available at the following locations and times:

On behalf of the library staff, I would like to invite your children to participate in our Summer Reading Club and the related program activities. Please call to make arrangements for your group visits. This will help us better plan for and serve your children. For further information and/or to arrange group visits, please call the library at ___________________.

Thank you for your interest and support of the library and its activities.

Sincerely,

(Your name)
(Title)

SAMPLE LETTER TO PARENTS

Written on letterhead stationery

Dear Parent:

When school is out each year, your children look forward to a summer of games, sports, family vacations, and just plain leisure time. Don't forget the importance continued reading plays in sustaining reading skills over the summer. An article in the January 1988 issue of *Illinois Libraries* reports that children who participated in a summer library reading program had significantly increased vocabulary scores in standard tests administered in May and again in September, whereas nonparticipants scores had decreased over the summer.

The public library tries to combat the reading slump by providing a summer library program with weekly activities designed to encourage reading in an enjoyable, nonacademic context. We need your help to make the program successful.

First of all, read yourself. Seeing parents read is one of the most powerful examples a child can have. If you show that reading is an important source of information and pleasure for you, the chances are that your child will also view reading that way.

Second, read to your child. Just a few minutes each day sharing a story or part of a book with your child can increase interest in reading. Bedtime is often a good time to share love and reading. Don't stop reading to your school-age child. He or she may still enjoy being read to and may also enjoy reading to you.

Visit the public library often, and let your child discover the adventure and fun of choosing books from the library's collection. The pride of owning a library card also can encourage children to read more.

Provide books that your child enjoys. One good way to encourage summer reading is to find books that relate to your child's interests and reading ability. Librarians often can suggest books that match both. Make reading a relaxed and pleasant activity. Don't force your child to read for long periods of time. Just 15 minutes each day will help a child keep reading skills sharp.

Finally, encourage your child to join "*Read Arizona*", the 1991 Arizona Reading Program, and share the fun of the various activities planned for children.

For a complete schedule of events and information contact the library at (phone and address). Thank you for being our partner in the Arizona Reading Program.

Yours truly,

(Your name)
(Title)

SAMPLE LETTER TO PARENTS

Written on letterhead stationery

Dear Parent:

Adventure in Arizona through fiction and fact are guaranteed to encourage your child to continue reading this summer. The _______________ Library is inviting your family to visit the library and to participate in the statewide 1991 Arizona Reading Program.

This year's theme, *"Read Arizona"*, promises a variety of activities for children between the ages of _________ and ____. The program begins _________________ and ends _______.

Children can begin registering for the program on _______________. Weekly programs will include (list several planned activities). Children registering for *"Read Arizona"* will receive a reading folder to record the books they've read or listened to during the summer.

Children who complete the summer program will receive achievement certificates.

Help your children continue the habit and pleasure of reading throughout the summer. Contact the library at (address and phone number) for a complete schedule of events.

Sincerely,

(Your name)
(Title)

SAMPLE LETTER TO PARENTS OF PRESCHOOLERS*

Written on letterhead stationery

Dear Parent,

I would like to personally invite you to enroll your child in this year's Arizona Reading Program at ________________ Library. Just because your child can't read yet doesn't mean he or she is too young to join the program. Our program is designed not only for children who read on their own, but also for children who have books read to them by parents, grandparents, siblings, baby-sitters, and others.

We want to help your child discover a lifelong love of books and learning. Research has shown that an early introduction to books and involvement in reading programs does make a difference in a child's life. I encourage you to take a few minutes to ask me about the "*Read Arizona*" read-to-me program. Dates and information on special events planned at the library can be provided at this time.

The reading program is free; it's easy to join. It doesn't take a big commitment on your part, other than the time you spend reading to your child. We provide a read-to-me folder for each child, small prizes, achievement certificates, and fun.

Visit or call me at the library if you have any questions or need more information.

Sincerely,

(Your name)
(Title)
(Telephone).....

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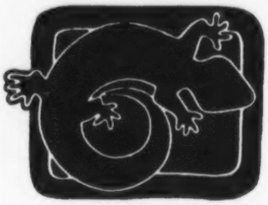
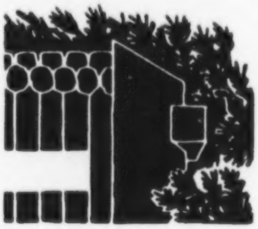
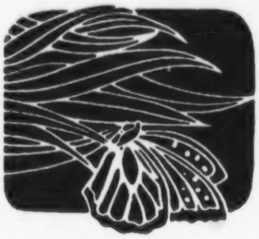
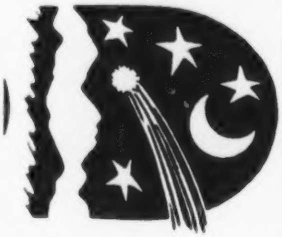
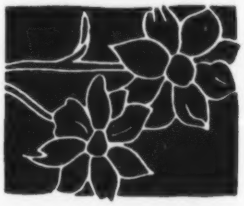
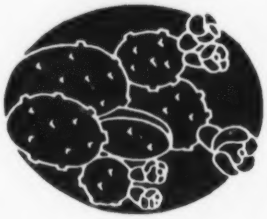
* Adapted with permission from a letter sent out by the Dwight Foster Public Library, Fort Atkinson, WI.

READ
ARIZONA

COME JOIN
OUR PROGRAM



READ

ARIZONA

SPONSORED BY THE ARIZONA CENTER FOR THE BOOK AND THE ARIZONA DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS. FUNDED BY LSCA.

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